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ABSTRACT

Ten newsletter issues on the Graduate Teacher Program (GTP) at the University of Colorado are presented. The initial issue provides an overview of the GTP and the University Learning Center, and covers scholarships offered to graduate students, the Graduate Student Advisory Council, and student support services on the Boulder campus. Additional issues include information on: the GTP teaching excellence program; the Academic Skills Program at the University Learning Center; awards for teaching and research and creative work; the Learning Disabilities Program admissions process, services to students, and technical assistance to staff; collaboration between GTP and the economics department concerning teaching assistant (TA) training; the use of midterm evaluations; the Faculty Course Questionnaire; academic and personal support services; and the international TA training program. Contents also include: an article by Mary Ann Shea on the use of student ratings to improve teaching, an article by Myra Sadker and David Sadker on sexism in the classroom, and three articles by Ken Battle on a discussion method, the lecture method, and Socratic methods possibilities for undergraduates. (SW)

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THE TUTOR: GRADUATE TEACHER PROGRAM NEWSLETTER,
VOLUME 1, NO. 1-4, 1985; VOLUME 2, NO. 1-4, 1986;
VOLUME 3, NO. 1-2, 1987.

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ment do not necessarily represent official
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The materials in the Special Collection on the Training of Teaching Assistants were developed through the active efforts of numerous educators who first met at the 1986 National Conference on the Institutional Responsibilities and Responses in the Employment and Education of Teaching Assistants held at the Ohio State University. Assisted by more than 80 individuals, the committee chairs listed below were able to establish the collection which will be developed and maintained by the ERIC Clearinghouse for Higher Education. This arrangement will enable faculty members, faculty developers, administrators, TA supervisors, and graduate teaching assistants to have access to TA training materials produced by institutions across the nation.

Task Force on Establishing a National Clearinghouse
of Materials Developed for TA Training

Chair: Jody Nyquist, University of Washington

Subcommittees

ERIC Collection Committee-

Chair: Margaret Pryately
University of Oklahoma

Council of Graduate Deans Clearinghouse -

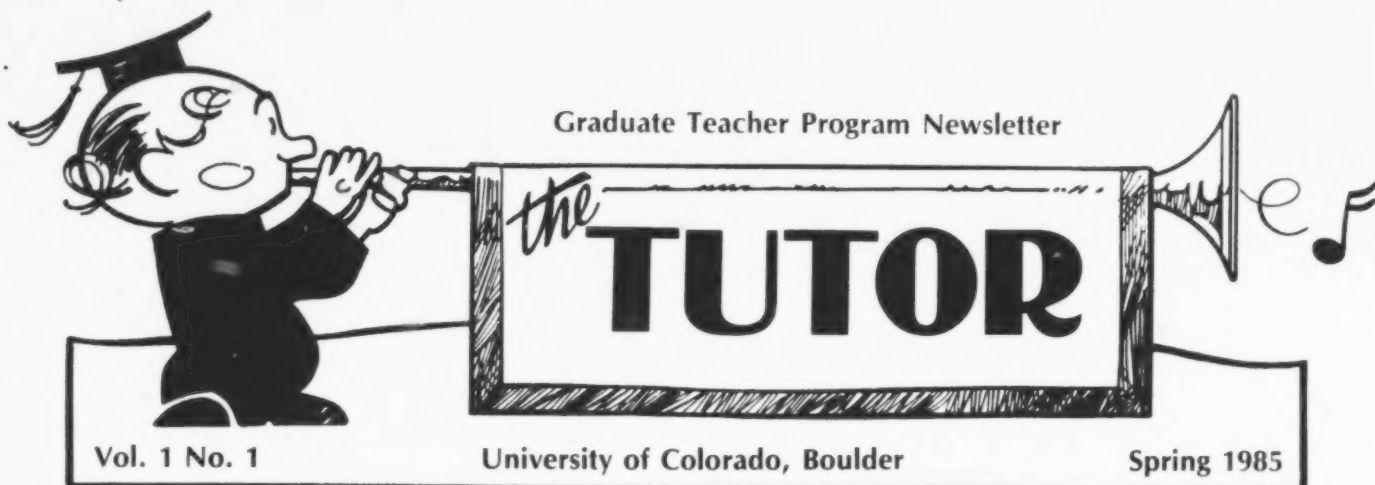
Chair: Sheila Caskey
Southeast Missouri State University

Exploration of a Review Process -

Chair: Lynda Morton
University of Missouri

ERIC Clearinghouse on Higher Education - Marilyn Shorr

Clearinghouse on ITA Materials - Janet Constantinides



UNIVERSITY LEARNING CENTER

The University Learning Center houses several academic support programs that offer a variety of services to different student populations on campus. The Center's programs have been designed to assist students in improving their learning potential and increasing their ultimate academic success at the University.

The University Learning Center/CU Opportunity Academic Program provides core freshman courses in writing, self-paced college algebra, Spanish, biology, and geography to specially identified freshman students. Writing, Math and Science, ESL laboratories, and individual tutorial services are also available to those students and to student athletes.

In addition, during the academic year the University Learning Center/Academic Skills Program offers all students free one-hour workshops in time management, notetaking/listening, critical reading, concentration, procrastination, and motivation, as well as workshops in writing processes. An Apple IIe computer self-paced speed reading course is available year-round.

University Learning Center classrooms, laboratories, and offices are located in Norlin Library, lower level. For further information, stop by the Center's administrative offices in Willard 309 or call 492-5474.

THE TUTOR is a new quarterly publication whose mission is to disseminate information to GPTIs and TAs and to serve as a forum for the discussion of successful pedagogies. This initial publication presents an overview of the expanding Graduate Teacher Program and a discussion of the University Learning Center.

It also lists scholarships offered to graduate students, describes the Graduate Student Advisory Council, and outlines student support services on the Boulder campus. It offers a column where graduate teachers may express personal opinions about teaching at the University.

Future issues of **THE TUTOR** will publish articles on generic teaching concerns and on improving the teacher's personal image in the classroom.

THE TUTOR welcomes articles written by graduate students, by staff, and by faculty. Articles are limited to 1000 words and should discuss pertinent aspects of the role of the graduate teacher. Send manuscripts to **THE TUTOR**, University Learning Center, Willard Administrative Center 309, Boulder, Colorado, 80309-0107.

The Graduate Teacher Program

Q. WHAT IS THE GRADUATE TEACHER PROGRAM?

A. The Graduate Teacher Program began as a pilot instructional training project for graduate teaching assistants and part-time instructors at the University of Colorado at Boulder in the fall of 1983 when a workshop on *Reading and Writing Across the Curriculum* was offered.

Through the combined efforts of the EOP Office of Academic Affairs (now the University Learning Center), the School of Education, and the Graduate Student Advisory Council, a series of seven workshops on a variety of topics were presented during the spring of 1984.

In the fall of 1984, a one-day teaching institute for new graduate teaching assistants and instructors was held on the Boulder campus. One hundred graduate teachers attended. Outstanding faculty and staff contributed to the success of the institute.

During the academic year 1984-85, a brown-bag luncheon on *Student Feedback* and workshops on *New Approaches to Teaching*, *Test Construction*, *Time Management*, and *Leading Group Discussions* have been held. A new series of workshops will be presented during the 1985 Spring Semester.

Graduate teaching assistants and graduate part-time instructors who attended these workshops have stressed the need for a more comprehensive teacher-training program on the Boulder campus.

Q. WHY HAS THE GRADUATE TEACHER PROGRAM BEEN DEVELOPED?

A. The Program has been developed in response to the increasing need felt by students, teaching assistants, graduate part-time instructors, and faculty to improve the quality of instruction in undergraduate classes.

Q. WHO IS RESPONSIBLE FOR THE GRADUATE TEACHER PROGRAM?

A. The Graduate Teacher Program, funded by the Vice Chancellor for Academic Services, the Graduate

(continued on page 2)

The TUTOR is produced on behalf of the Graduate Part-time Instructors and Teaching Assistants of the University of Colorado, Boulder, and is published Spring, Summer, Fall, and Winter by the University Learning Center, Willard Administrative Center 309, University of Colorado, Boulder, Colorado 80309-0107. Editor: Laura Border

Graduate Teacher Program . . .

(continued from page 1)

School, and the President's Office, is housed in the University Learning Center, a unit in Student Support Services.

The program is endorsed by the School of Education and the Graduate Student Advisory Council and has been developed in collaboration with the Assistant Vice Chancellor for Faculty Affairs, the Assistant Vice Chancellor for Student Support Services, and the Director of EOP Academic Affairs.

A faculty advisory committee will be appointed to assist in the development of the instructional training program and monitor its evolution.

Q. WHO IS COORDINATING THE GRADUATE TEACHER PROGRAM?

A. The program is coordinated by a graduate student. During the initial phases of the pilot project, Jeff Newman was responsible for the project. In February 1985, Laura Border was hired to coordinate the Graduate Teacher Program and to edit the Graduate Teacher Program Newsletter.

Laura is working on her doctorate in French literature and is also preparing a master's degree in education. Laura has taught at the university level for 13 years and has a diverse background in curriculum development. She is co-author of the successful second-year college French textbook, *Collage*.

Q. WHAT CAN THE GRADUATE TEACHER PROGRAM DO FOR ME?

A. If you are a teaching assistant or a graduate part-time instructor, the program can provide you with information about and workshops on the following: organizing, managing, and conducting your class; communicating with, advising, and counseling students; testing, grading, and dealing with cheating and plagiarism; conducting discussion sections and labs; using instructional media; and various content-specific topics.

If you supervise teaching assistants, the Graduate Teacher Program can provide information and service to you. The Graduate Teacher Program is not intended to replace departmental training programs, but instead to provide generic teacher training, to encourage faculty members to share their expertise, and to provide a forum for the exchange of successful pedagogies.

Q. WHAT CAN I DO FOR THE GRADUATE TEACHER PROGRAM?

A. Teaching assistants and graduate part-time instructors can make their concerns and needs known to the Program coordinator. The Graduate Teacher Pro-

Dear Graduate Part-time Instructor or Teaching Assistant:

Most current faculty probably remember the day when we were given a class list, a syllabus (if we were lucky), and told to go forth and teach. Whether we did well or ill was in the laps of the gods. It may be an indication of how little research-oriented universities have valued or thought about Teaching that most of us were sent off on that complex journey with no maps and few provisions.

The Graduate Teacher Program is our attempt to give beginning teachers not only basic teaching skills but some sense of the learned community they are becoming part of. At its best, that community not only helps create new knowledge and reinterpret old insights, but also hands the process and the results on to a new generation of learners.

This program offers the same mentor system in teaching that we all know so well in scholarship and research. Nothing has worked better in the academic community than these collaborative efforts. We expect good results for graduate students, the faculty, and especially the students for whom we are the gates to the University and its treasures.

Sincerely,

Kaye Howe

Vice Chancellor for Academic Services



1. Be overprepared.
2. Use railroad chalk on chalkboards in large lecture halls.
3. Get plenty of rest.

gram welcomes the help of concerned faculty members. If you have special skills or expertise which you think would be of assistance to the program, please contact Laura Border, University Learning Center, ext. 5474.

Q. HOW CAN I OBTAIN MORE INFORMATION ABOUT THE GRADUATE TEACHER PROGRAM?

A. Workshops are advertised in campus newspapers. Flyers are sent directly to teaching assistants, graduate part-time instructors and their supervisors, and departmental chairs. For further information, please contact:

Laura Border
Graduate Teacher Program Coordinator
University Learning Center
Willard Administrative Center 307/309
Boulder, Colorado 80309-0107
(303) 492-5474

Graduate Student Advisory Council

Graduate Student Advisory Council (GSAC) represents virtually all graduate students on the Boulder campus of the University of Colorado. It is composed of graduate student representatives elected from 41 graduate disciplines that span most schools and colleges of the University. Although GSAC exists as part of the University of Colorado Student Union (UCSU), its broad constituency makes GSAC's role in overall student governance unique.

GSAC seeks to serve graduate students by participating in student government; by acting as an effective liaison between graduate students, the Graduate School, and individual departments; and by sponsoring special projects and workshops of specific concern to graduate students. To these ends GSAC advises and makes recommendations to the University administration through the Graduate School and the graduate faculty concerning the quality of graduate education.

GSAC is also concerned with the equitable treatment of graduate students with respect to appointments, support, and University services, as well as other matters which may affect the welfare and education of graduate students. GSAC is a cosponsor of the Graduate Teacher Program (GTP). Representatives from GSAC are voting members of the Executive Committee of the Graduate School, its Boulder campus counterpart, and the Executive Council of UCSU.

GSAC representatives serve on the campus Program Review Panel (PRP) and on all Boulder Faculty Assembly Committees, which include Budget, Academic Planning (CAPPs), Libraries, Minority Affairs, and Faculty Women. Specific services performed by GSAC include a Library Advisory Committee, a Graduate Student Handbook, and a fund-raising phonathon for the Graduate Foundation Fund Awards.

Keith Romig, GSAC

Financial Assistance for Graduate Students

The University of Colorado administers various forms of financial assistance for graduate students. Contact the Graduate School or your department chair for more detailed information.

Awarded by the Graduate School

Colorado Doctoral Fellowship Program
Colorado Graduate Grant Program
Chancellor's Doctoral Fellowship Program
Boettcher Foundation Graduate Fellowship
George F. Reynolds Fellowship
Graduate and Profession Opportunities Grant

Awarded directly by a University Department

Teaching Assistantships and Graduate Part-time Instructorships
Research Assistantships
Grants-in-Aid in the Department of Chemical Engineering
National Research Service Awards Sponsored by National Institutes of Health
Museum Assistantships
Departmental Fellowships in the Basic Sciences
NIMH Traineeships in Behavioral Genetics
Walker Van Riper Fund
Traineeships in Microbiology/Immunology
Public Law 94-63, Nurse Training Act of 1975



AWARDS

Awards for Teaching and for Research or Creative Work

Each year the Graduate School presents 10 teaching-excellence awards to Graduate Part-time Instructors and 10 research and creative work awards to graduate students who have done excellent research or creative work in the course of their degree program. Traditionally both awards are cash prizes of \$250 each.

Graduate Student Teaching Excellence Award Recipients

1983-84

Jeff Bennett, Astrophysics
M. Rebecca Burns, Linguistics
Nevis Cook, Civil Engineering
Jon Dowling, Mathematics
Farideh Farhi, Political Science
Charles Fasanaro, Philosophy
David M. Hays, History
Daniel Hoggat, Music
Michael Moffett, Economics
Deirdre Pichon, German
Lee Stanley, English

1984-85

Jane Dillon, Fine Arts
Paul Donadio, Business & Administration
Mark Hall, Computer Science
Apyrl Heath, English
Barbara Hill, Classics
Janet Jacobs, Sociology
Susan Keaveney, Business & Administration
Gary Mabry, Music
Eva Ohrner, German
Elisabeth Tornier, French & Italian

Graduate Student Research and Creative Work Award Recipients

1983-84

Michael Arvey, English
David Ball, Fine Arts
Cynthia Bishop, Theatre & Dance
Carlos A. Delannoy, EPO Biology
Zohreh Fathi, Chemical Engineering
David Newman, APAS
Judith M. Roy, History
Robert von Trebra, Chemistry

1984-85

Harry (Hank) Brusselback, Fine Arts
Douglas Cooper, Chemical Engr.
Sandra Dorr, English
Michael Farris, EPOB
Janet Jacobs, Sociology
Adele Peskin, Chemical Engr.
Jean Potvin, Physics
Joel Statstrom, MCDB

HELP WANTED

DO YOU NEED MONEY AND INSTRUCTIONAL EXPERIENCE?

ULC Tutorial Services hires and trains qualified upper-division and graduate students to tutor CU Opportunity Program Students.

CONTACT:

DeLaris Carpenter
Tutorial Services Coordinator
University Learning Center
Willard 307, 492-5474

Departmental recommendation required.
Hourly pay commensurate with degree and experience.

Student Support Services

Graduate teachers often need to know where to refer their students for assistance outside the classroom. The following list includes units on the Boulder campus which serve a variety of academic and personal needs.

Career Services, Willard, ground floor, 492-6541. CS provides career literature, vacancy information, placement services, cooperative education referrals, personal counseling and group career workshops.

Financial Aid, Environmental Design 2, 492-5091.

Multicultural Center for Counseling and Community Development, Willard 134, 492-6766. MCCCCD offers personal and group counseling, as well as consultation and outreach services to students, faculty, and staff.

Legal Services, UMC 336, 492-6813. Legal Services assists fee-paying students.

Norlin Library Reference, 492-7521 or 492-8887. Contact Deborah Fink for assistance in developing research methodology.

Nontraditional Student Center, UMC 418, 492-1536. NSC offers social support for students over 25; for single, married, and divorced students; and for single parents.

4.



GRADUATE TEACHER FORUM

Feedback from Graduate Students on GTP Workshops:

"Very helpful. I encourage a repeat of this workshop."

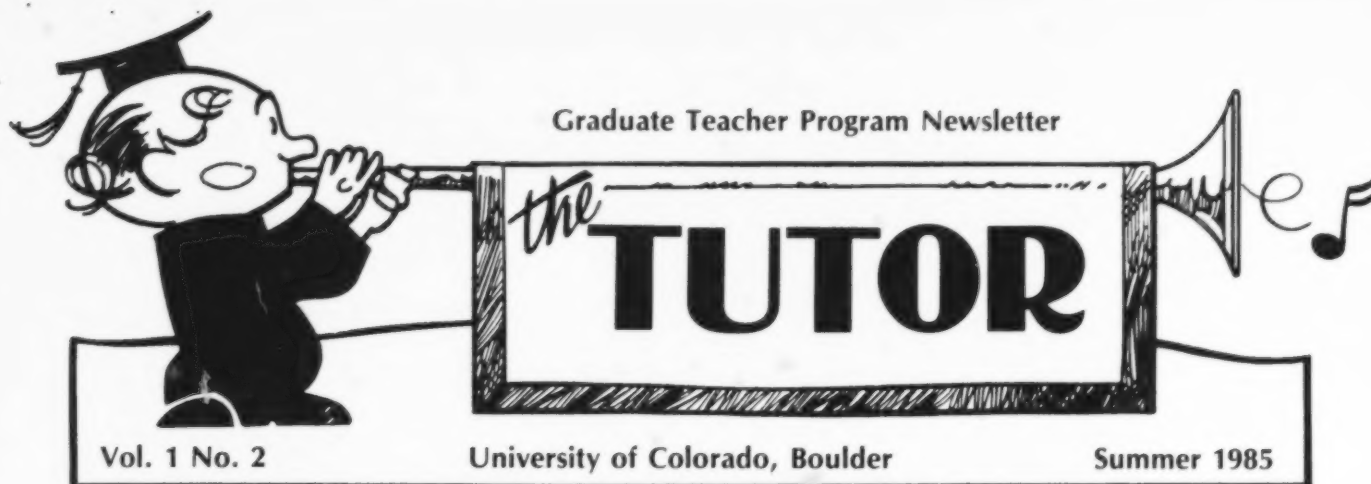
"Very informative—I'd like to see this sort of program expanded."

"The seminar was extremely helpful and thought provoking—especially in making me aware of issues and solutions in the process of teaching."

Office of Services to Disabled Students, Willard 18, 492-8671. OSDS provides information, referrals, and assistance to permanently, temporarily, and learning disabled students.

Ombudsman Office, UMC 328, 492-5077. The Ombudsman Office serves students, faculty, and staff. An Ombudsman is one that explores reported complaints, reports findings, and helps to achieve equitable settlements.

Veterans Affairs, Willard 229, 492-7322.



Update on the Graduate Teacher Program

The Graduate Teacher Program, housed in the University Learning Center, has been established to assist graduate part-time instructors (GPTIs) and teaching assistants (TAs) in their professional development and to help improve undergraduate instruction on the Boulder campus. During Fall Semester 1985, the GTP will offer the following services to graduate students.

GTP TEACHING EXCELLENCE PROGRAM

• The Fall Institute:

This one-day intensive workshop series will focus on the graduate instructor and teaching excellence. Institute workshops, conducted by outstanding CU faculty and staff members, have been designed to help GPTIs and TAs utilize effective teaching strategies.

The Institute will take place this fall on Friday, August 30, from 8:30 a.m. to 5:00 p.m. in UMC 235 and UMC 230.

All GPTIs, TAs, graduate students who are potential TAs, and interested faculty and staff are welcome at the sessions.

• The Friday Forum:

This weekly forum presented by faculty and staff members recognized for their teaching and research experience addresses both pedagogical and personal issues that affect teaching performance.

The Friday Forum will be held in the Faculty Club Garden Room from 3:00 to 5:00 p.m. Wine and cheese will be provided at each Friday Forum.

• GTP Teaching Skills Labs:

During the Fall Semester 1985, a series of nine teaching labs will be offered by the Graduate Teacher Program. The faculty and staff facilitating these labs are known and respected for their expertise in their respective areas.

The two-hour labs will allow time for the facilitator to present the skill and for the graduate students to practice the targeted skill in small groups. Registration for these labs is limited to 20 per session.

Graduate students from the same department are encouraged to attend as a group to ensure follow-through of the ideas discussed in the lab.

CONSULTATION

• Departmental Consultation:

Graduate Teacher Program Coordinator **Laura Border** is

available to consult with departments wishing to improve existing TA training programs or wanting assistance in developing new ones.

• GTP Consultants:

A goal of the GTP is to develop a network of graduate part-time instructors and teaching assistants across the various academic disciplines. These GTP Consultants will work with their home departments to help disseminate information on the GTP and its services to all graduate students, to serve as liaisons between the GTP and the academic department, and/or to assist the departmental chair and graduate advisor with TA training programs.

The Economics Department and the College of Music have appointed the first two TA Consultants: **Dave Rodda** is working with the Economics Department, and **Susanne Skyrn** is TA Consultant to the College of Music.

RESOURCES

• Reference Library:

The GTP maintains a small reference library of information on teaching at the university level on reserve in Norlin Library.

• Bibliography:

A list of references as well as a list of videotapes on teaching are available in the GTP Office, Willard 307.

Graduate students, departmental chairs, and TA supervisors are invited to contact the Graduate Teacher Program at 492-5474 for further information.

GRADUATE PART-TIME INSTRUCTORS AND TEACHING ASSISTANTS:

*In recognition of the important influence
you have on beginning students,
you are invited to attend the
Chancellor's Convocation for New Students
Tuesday, September 3, 1985
4:00-5:00 p.m.*

*Please join your colleagues in the
seating area reserved for faculty
between Sections 10 and 11
on the east side of
the Events Conference Center*

Reception following

The **TUTOR** is produced on behalf of the Graduate Part-time Instructors and Teaching Assistants of the University of Colorado, Boulder, and is published Spring, Summer, Fall, and Winter by the University Learning Center, Willard Administrative Center 309, University of Colorado, Boulder, Colorado 80309-0107. Editor: Laura Border

Graduate Student Advisory Council Update

The Graduate Student Advisory Council (GSAC) is the graduate student voice on the Boulder campus. GSAC represents graduate students to academic departments, to Boulder faculty, to other students through the student government (UCSU), and to the Graduate School and overall campus administrations.

GSAC promotes graduate student social life by sponsoring at least one all-graduate-student get-together per semester. Representation on GSAC is by department or program. Graduate students in each participating discipline elect one or more representatives from among their number every academic year.

These individuals, who in effect constitute GSAC, meet every two weeks during the Fall and Spring Semesters to communicate the concerns of their various constituents, to decide on common approaches to matters which concern all graduate students, and to plan the various activities and services that GSAC sponsors.

GSAC representatives elect the group's officers, who conduct business between meetings, and elect representatives to UCSU, to the four-campus Graduate School Executive Committee, to its Boulder campus counterpart, to the campus Program Review Panel, and to all Boulder Faculty Assembly subcommittees which include budget, academic planning (CAPPS), libraries, minority affairs, and faculty women.

Graduate student representatives have been active and valued members of each of these groups. All Boulder campus graduate students are eligible for any of these positions. GSAC encourages as many members as possible of its constituency to participate.

GSAC further encourages graduate students in each discipline to become organized internally and to participate actively in their departments. Logistical support and advice can be provided as necessary to this end. Many of GSAC's most important initiatives have come from departmental graduate student organizations.

If you are unsure of who your representatives are, whether or not your department is represented, or if you wish to get involved in the council's activities, contact the GSAC.

In the summer and between terms, call **Tom Hogle** (444-8109) or **Cheri Morrow** (497-1515), or drop a note at the GSAC office in UMC 183-E. In the Fall and Spring Semesters, call the GSAC at 492-5068 or stop by UMC 183-E during posted office hours. We need your participation! Let us hear from you!

Keith Romig, GSAC

THE TUTOR welcomes articles written by graduate students, by staff, and by faculty. Articles are limited to 1000 words and should discuss pertinent aspects of the role of the graduate teacher. Send manuscripts to **THE TUTOR**, University Learning Center, Willard Administrative Center 309, Boulder, Colorado, 80309-0107.

Dear Graduate Part-time Instructor or Teaching Assistant:

The training of successful university teachers is a vital and critical aspect of the graduate education process, and the Graduate School of the University of Colorado at Boulder has long recognized the importance of fostering excellence in teaching as well as in research.

Each year the Graduate School formally acknowledges this recognition by presenting 10 teaching-excellence awards to Graduate Part-time Instructors and 10 research and creative work awards to graduate students who have done excellent research or creative work.

The Graduate Teacher Program represents a significant attempt to provide our GPTIs and TAs with the requisite skills, pedagogical perspectives, and instructional methodologies that will enhance their teaching effectiveness.

The Graduate School enthusiastically supports the program and is proud to be a part of this effort to enhance the quality of graduate education on this campus.

Sincerely,

Bruce R. Ekstrand

Vice Chancellor for Research
Dean, Graduate School



1. Learn your students' names as quickly as possible.
2. Choose humorous examples to illustrate your main points.
3. If you want to motivate your students, let your enthusiasm for your subject show!

THE FULBRIGHT PROGRAM

Over 700 grants for graduate study to 70 different countries are available in 1986-87 through the Fulbright Program. Interested students should contact Jean Delaney or Laurie Watkins in the Office of International Education, x7741, for further information.

Application deadline is October 1, 1985.

ATTENTION DISSERTATION WRITERS: Weekly support groups are still forming at the Multicultural Center for Counseling and Community Development.

If you are tired of enduring the dissertation struggle in isolation, call 492-6766 for more information.

GRADUATE TEACHER PROGRAM FALL INSTITUTE

Friday, August 30, 1985

	UMC 235	UMC 230
8:30-8:55 a.m.	WELCOME (coffee and doughnuts)	
9:00-10:45 a.m.	Excellence in Teaching (CU-Boulder film and commentary) Professor JACKSON FULLER Electrical Engineering	The Teacher as Counselor CARMEN WILLIAMS Psychologist, Multicultural Center for Counseling and Community Development
11:00-11:50 a.m.	Socratic Discussion MARTIN BICKMAN Associate Professor, English	Ethical and Harassment Issues in the Classroom PEGGY ARNOLD Associate Ombudsman
12:00-12:50 p.m.	The Teacher as Actor (brown bag) MARTIN COBIN Professor, Theatre and Dance	
1:00-2:50 p.m.	Constructing and Grading Tests LORRIE A. SHEPARD Professor, Education	A Master Teacher of Large Lectures (video and discussion) MARY ANN SHEA Associate Director, University Learning Center THEODORE SNOW Associate Professor, Astrophysical, Planetary, and Atmospheric Sciences
3:10-5:00 p.m.	Classroom demonstrations JOHN TAYLOR Professor, Physics	Teaching Foreign Languages: Strategies That Work RODOLFO GARCIA Research Associate, Bueno Center for Multicultural Education GRACE LAZZARINO Professor, French and Italian

The Friday Forum University Club, Garden Room 3:00-5:00 p.m.

Wine and cheese provided

- Sept. 6** **What You Ask for Is What You Get . . .**
how to state your assignments for oral
presentations and for term papers in a way
that maximizes the quality of your students'
work.
DEBORAH FINK, Instructor, Norlin Reference Center
BILL BURNS, Instructor, University Learning Center
- Sept. 13** **Constructing and Grading Tests . . .** how to
be rated as an instructor who gives fair
exams and grades fairly.
KEN WILSON, Instructor, University Learning
Center
- Sept. 20** **Sexual Issues in the Classroom . . .** what ef-
fect does the existence of two sexes have on
the activity in a classroom?
DEBORAH FLICK, Professor Adjunct, Women
Studies
- Sept. 27** **What Do You Do If . . .** tapping in on a
seasoned professor's experience
LAWRENCE SILVERMAN, Professor, History
Department
- Oct. 4** **Time Management . . .** how do you manage
to be a professional, a pedagogue, a peon,
and an A+ graduate student at the same
time.

GWEN SUNATA, Counselor, Multicultural
Center for Counseling and Community
Development

- Oct. 11** **Learning and Instruction . . .** how to apply
concepts of research on learning theory and
instruction in the college classroom.
VERNE KEENAN, Professor, School of
Education
- Oct. 18** **Using Technology in Teaching . . .** how
Academic Media Services can move your
classroom out of the eighteenth century and
into the twentieth. This Friday Forum will be
held in Stadium 350.
DANIEL NIEMEYER, Acting Director, Academic Media
Services
- Oct. 25** **Open Forum . . .** Come and share your ideas
and concerns with the TA Consultants and
the Graduate Teacher Program Coordinator.

To Help Them Learn . . .

THE FILM/VIDEO LIBRARY

is a complete resource center for
educational film and video programs
to serve your teaching/learning needs.

Academic Media Services
Stadium 360 492-7341

Janet a Double Winner; Cites Personal Views

During Spring Semester 1985, the Graduate School was delighted to present for the first time both a Graduate Student Teaching Excellence Award and a Graduate Student Research and Creative Work Award to the same student, **Janet Jacobs**.

Janet is a Coloradan who began her undergraduate work at Northwestern and completed her BS in journalism at CU. After completing an MA in public administration at CU, Janet returned in 1981 to begin the doctoral program in sociology which she completed in May. Janet lives in Boulder, is married, and has two children.

Since 1981, Janet has taught an intriguing array of courses including Introduction to Sociology, The Social Construction of Sexuality, Introduction to Women Studies, Sex Roles and Stratification, and Female Spirituality. Her doctoral dissertation involved religious conversion and voluntary disaffection from alternative religions.

GTPC: WHAT DO YOU THINK MAKES A GOOD TEACHER?

JJ: Interest and commitment to the subject matter—if you really care, it shows. Second, respect for what you are teaching, and third, respect for your students. You need to recognize that they are people who can contribute to your knowledge as well as you to theirs.

GTPC: WHAT KIND OF TEACHER ARE YOU?

JJ: Empathetic . . . I see myself as a professional and I feel very obligated to make sure students get out of the class what they are paying for.

GTPC: DO YOU SEE A CONNECTION BETWEEN GOOD TEACHING AND RESEARCH?

JJ: The people who do the best research are usually the best teachers. Technically, research should help you keep abreast of developments in your field. When you do research, you are personally committed and your ownership in the process shows up in your teaching. Research makes you aware and involved . . . and it makes you have to think. These are all attributes that carry over into good teaching.

GTPC: WHAT ARE YOUR THOUGHTS AND OPINIONS ON UNIVERSITY STUDENTS?

JJ: Varied . . . it depends on what I'm teaching. In the Intro to Sociology class, most of them are there because of the requirement and most of them want to get by easily, with as little effort as possible. In Women Studies, the students are committed and the caliber of students has gone up. They do better and they are more motivated. But, of course, it's hard to generalize too much because of the diversity of such a large state school.

GTPC: HOW CAN TEACHERS MOTIVATE THEIR STUDENTS TO TAKE A MORE ACTIVE ROLE IN THEIR EDUCATION?

JJ: It's important to get students involved in the classroom discussions. Their contributions are very important. The teacher should call on students and encourage them to participate. It is better to err on the side of too much discussion than to make the mistake of "just trying to get through the material." A good technique to stimulate discussion is to use a book that is a first person account of the author's life—this seems to generate a lot of personal comments. Another motivational tool is to invite guest speakers or panels.



JANET JACOBS

GTPC: WHAT WAS YOUR MOST MEMORABLE EXPERIENCE AS A TA AT CU?

JJ: My most memorable experience was the first time I had a gay panel in my women studies class . . . both the panel and the students were risking a lot in being open. This is an example of education bridging gaps and opening up understanding between different groups. I could see individuals beginning to make the effort to communicate with and understand each other. It's nice to have guest lecturers—but at the same time, TAs should be aware that they are exposing the person. . . .

GTPC: WHAT WAS THE FUNNIEST EXPERIENCE YOU HAD AS A TA?

JJ: When I was teaching the Social Construction of Sexuality class, I felt as though I was a mentor, a model—all the students were watching how I presented the material. I used to practice saying "embarrassing" words in front of the mirror every day while I was preparing for the class so that I could handle them in front of the group.

GTPC: WHAT ARE YOUR PLANS ON GRADUATION?

JJ: I just graduated. I'll be teaching next fall at CU in both sociology and women studies.

GTPC: WHAT WOULD YOU LIKE TO SEE HAPPEN IN A TRAINING PROGRAM FOR TAs?

JJ: TAs should have a support group. Experienced faculty should meet with them to give them advice and encouragement. TAs should be informed about the testing process—how to test, how many tests to give, and when to test or use other ways of getting students involved.

GTPC: ON A LIGHTER NOTE, HOW DO YOU PLAN TO SPEND YOUR FIVE HUNDRED DOLLARS?

JJ: On books for myself . . . books that I don't have to buy and that I've wanted for a long time.



GRADUATE TEACHER FORUM

"I really enjoyed Dean Middleton's presentation on Cheating and Plagiarism. It was informal and very informative. He was very willing to express support for me as a TA; he was especially willing to back TAs who are involved in a conflict situation with a student. I would like to see departments be more supportive of their TAs, in similar situations as well as in other areas, such as in nominating TAs for awards."

Beth Dublinksi, Department
of Spanish and Portuguese



AWARDS

Awards for Teaching and for Research or Creative Work

Approximately 10 percent of the TAs at CU Boulder are foreign students. In 1985, **Jean Potvin** received a Research and Creative Work Award, and **Eva Ohrner** was presented with a Teaching Excellence Award.

Profile:

NAME: **EVA OHRNER**, 29

HOME: Langquaid, Germany

PLANS AFTER GRADUATION: I might simply travel, or teach in Germany, or pursue a doctorate.

TEACHING EXPERIENCE AT CU: I've taught German 101 and 201.

OPINION OF CU UNDERGRADUATES: CU students are delightful. They are very young and I like their interest and enthusiasm.

MOST MEMORABLE EXPERIENCE AS A TEACHER AT CU? The holocaust is a very emotional subject for me. During Holocaust Awareness Week, I discussed the matter with my students. I was very impressed with them because they were very interested and extremely supportive of me.

WHAT DO YOU THINK MAKES A GOOD TEACHER?

Teachers should like their students and want to enrich their lives. A good teacher approaches the material from all sides, music, politics, etc., because students learn in different ways. A good teacher is supposed to be a bridge which can collapse as soon as what has needed to go across has gone across.

HOW DO YOU SEE YOURSELF AS A TEACHER? I try to reach people so they can gain a better perception of



EVA OHRNER



JEAN POTVIN

the world. I attempt to arouse students' interest in other countries.

HOW DO YOU PLAN TO SPEND YOUR AWARD? On a canoeing trip in Alberta, Canada!

Profile:

NAME: **JEAN POTVIN**, 29

HOME: Quebec, Canada

RESEARCH: Particle physics

ADVISOR: Tom Degrand

PLANS AFTER GRADUATION: I finished my doctorate in July and I've already landed a job at Brookhaven National Laboratory in Long Island.

TEACHING EXPERIENCE AT CU: I was a TA in physics for one year. I worked with the ULC Tutorial Services for one semester, and I enjoyed tutoring in the dorms. I like individual tutoring better than TAing.

OPINION ABOUT UNDERGRADUATES: They are over-monitored, tested too much, and treated like children. Students need to learn to work by themselves.

WHAT DO YOU THINK MAKES A GOOD TEACHER?

Patience is the most important thing. Effective teaching needs to be a feedback process.

HOW DO YOU PLAN TO USE YOUR RESEARCH AWARD? It's spent—my car broke down!

THE ACADEMIC SKILLS PROGRAM

The Academic Skills Program, housed in the University Learning Center, offers a wide variety of workshops designed to help students improve their study skills in order to become more independent learners and to help maximize their academic potential.

The program also offers individual consultation to students, to faculty, and to TAs to ensure that academic skills are integrated into classroom learning.

Academic Skills Workshops

Both undergraduate and graduate students on the Boulder campus may benefit from more than 20 different workshops throughout the academic year.

Topics include notetaking, review strategies, test taking, reading and remembering, time management, reducing

anxiety, speed-reading, and memory improvement. Content-specific workshops include developing study skills for math and improving writing skills.

Walk-In Consultation

Students may consult with the Academic Skills staff on a walk-in basis. The staff may work individually with students on enhancing their study skills or they may refer students to Tutorial Services.

Classroom Consultation

The Academic Skills staff is available to consult with professors and TAs on how to incorporate specific study skills into content areas. For example, if a class performs poorly on essay examinations, a professor may arrange for a staff member to do a special presentation to the class on preparing for and writing essay exams.

For further information, contact the Academic Skills Program in Norlin Library, Lower Level, 492-1416.

The TUTOR

Graduate Teacher Program Newsletter

University Learning Center
University of Colorado
Boulder, Colorado 80309-0107

GRADUATE TEACHER PROGRAM LABS

During Fall Semester 1985, a free series of teaching and counseling labs stressing specific skills necessary for effective work in the classroom is being offered. Participation is limited to 20 persons per session.

Graduate students may register on a first-come basis for one lab or any combination of the labs, each of which is facilitated by a different faculty or staff member. It is suggested that several TAs from the same department attend as a group, in order to facilitate future practice and discussion of the skills.

Please indicate which labs you will attend and return this form to the Graduate Teacher Program, Campus Box 107. Preregistration is not required, but will help us with planning.

Teaching Skills	Teaching Styles	Counseling Skills
Tues., Sept. 10	Wed., Sept. 18	Thurs., Sept. 26
Thurs., Oct. 17	Tues., Oct. 1	Wed., Oct. 9
Wed., Nov. 13	Thurs., Nov. 21	Tues., Nov. 5

All labs will be held in Norlin Audiovisual Conference Room M210 from 3:00 to 5:00 p.m.

GTP Teaching Labs PREREGISTRATION FORM

Detach here and return completed form to Graduate Teacher Program, Campus Box 107

TEACHING SKILLS LABS

- | | |
|---|---|
| ☐ Tuesday, Sept. 10 | Exploring Through Discussion —JOHN POWELSON |
| ☐ Thursday, Oct. 17 | Questioning Techniques —BRUCE BOHANNAN |
| ☐ Wednesday, Nov. 13 | Responding to Students' Ideas Productively —HOMER PAGE |

TEACHING STYLES LABS

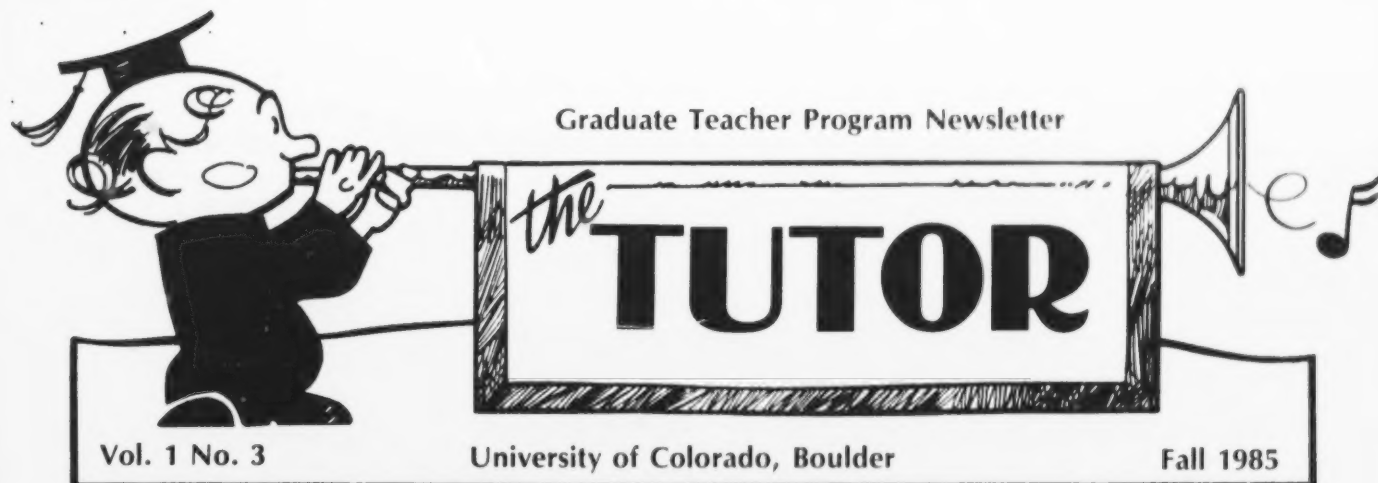
- | | |
|--|---|
| ☐ Wednesday, Sept. 18 | Practicing Teaching Styles —DAVID STEINER |
| ☐ Tuesday, Oct. 1 | Small Group Facilitation —HAZLETT WUBBEN |
| ☐ Thursday, Nov. 21 | Teaching Strategies and Learning Styles, Mix or Match —MIKE MARTIN |

COUNSELING SKILLS LABS

- | | |
|---|---|
| ☐ Thursday, Sept. 26 | Nonverbal Communication —MCCCD Staff |
| ☐ Wednesday, Oct. 9 | Responding with Empathy —MCCCD Staff |
| ☐ Tuesday, Nov. 5 | Responding with Genuineness —MCCCD Staff |

Name _____ Dept. _____ Campus Box _____

Address _____ Telephone _____



Update on the Fall 1985 Graduate Teacher Program

The GTP Fall Institute on August 30 was a smashing success: 247 graduate students from 23 departments participated in the nine workshops offered that day. Throughout the fall semester, a total of 94 students from 19 departments attended the Friday Forums and GTP Teaching Labs. We would like to thank the professors and staff who shared their talent and expertise with us.

Graduate Teacher Program for Spring Semester 1986

The GTP Spring Institute will take place on Tuesday, January 21, from 8:30-5:00, in UMC 235. Programs for the day include: *Reading and Writing Across the Curriculum*, *Assertiveness Training for Teachers*, *The Lecturer as Entertainer*, and *Acting Techniques to Improve Teacher Performance*.

The Friday Forum program will continue through spring semester. The topics for this spring's Friday afternoons include: *Teaching Critical Thinking*, *Teaching a Literary Text*, *The Anatomy of a Good Lecture*, *Timothy Leary's Personality Wheel*, *Facilitating Discussion*, and *Career Options for the Ph.D. candidate*.

Spring 1986 also brings a new dimension to the GTP with the introduction of the GTP Brown Bag Lunch Program. Areas to be covered include: *A TA Survival Kit*, *TA Tax Status*, *The Creative Use of Office Hours*, *Dealing with Cheating and Plagiarism*, *Cross-Cultural Issues in the Classroom*, and *Sexual Issues in the Classroom, Part II*.

THE UNIVERSITY LEARNING CENTER

The University Learning Center houses four programs that offer a variety of academic and instructional support services to undergraduate and graduate students and two programs that serve as instructional resource centers for graduate instructors and university faculty. The University Learning Center was created in January, 1985, when the

Educational Opportunity Program Office of Academic Affairs and the Academic Skills Center merged. This merge was not simply an effort to consolidate fiscal and staff resources but, more importantly, was designed to broaden the mission of the former units and to expand the services to include more students and to assist more faculty and staff members.

The new mission of the University Learning Center is to assist in the improvement of undergraduate instruction at the University of Colorado at Boulder. The organizational structure of the ULC reflects this mission. Four of the University Learning Center's Programs—the Modular College Algebra Program, the Freshman Writing Program, the Academic Skills Program, and the Tutorial Services Program—are designed to provide direct instruction and academic support to university students and, in particular, freshman and sophomore students. Two programs, the Graduate Teacher Program and the Faculty Teaching Excellence Program, were created to help increase teaching effectiveness in undergraduate courses.

Although the ULC still serves the populations served by the former EOP Academic Affairs and the Academic Skills Center (CU Opportunity Students, student-athletes, and summer provisional students),

The TUTOR welcomes articles written by graduate students, by staff, and by faculty. Articles are limited to 1000 words and should discuss pertinent aspects of the role of the graduate teacher. Send manuscripts to **The TUTOR**, University Learning Center, Willard Administrative Center 309, Boulder, Colorado 80309-0107.

The TUTOR is produced on behalf of the Graduate Part-time Instructors and Teaching Assistants of the University of Colorado, Boulder, and is published Spring, Summer, Fall, and Winter by the University Learning Center, Willard Administrative Center 309, University of Colorado, Boulder, Colorado 80309-0107. Editor: Laura Border

the student clientele has grown significantly and has become more diverse. For example, freshman students whose math skills need improvement are routinely referred to special sections of a modularized college algebra course offered by the University Learning Center. Freshman students who want a process approach to the teaching of writing and who would benefit from the individualized tutorials offered through the evening Writing Workshop may opt to enroll in the ULC-controlled sections of expository writing. These academic programs are considered parallel freshman academic programs much like the Farrand and Sewall Hall Programs.

The Academic Skills Program, which historically served a diverse student body, has increased the number of "Learning to Learn" workshops it offers to students. These free one-hour workshops have been designed to help students become more self-conscious about their learning and study habits in order to increase academic success in the classroom. The Tutorial Services Program, the newest of the academic support programs, continues to provide tutorial services to CU Opportunity students. More recently, however, the Tutorial Services Program has become a referral tutorial service for any CU student seeking tutorial assistance in a given content area. Students requesting assistance are given names of trained tutors who have demonstrated academic excellence in their major field of study. A new feature of the tutorial program is the development of a comprehensive tutor training program required of all ULC tutors.

The University Learning Center was created to serve as the academic support arm of the University. As part of this goal, two new programs, the Graduate Teacher Program and the Faculty Teaching Excellence Program, were created. These programs, unlike the instructional programs which provide direct instruction to target student populations, focus on the role of the teacher in the learning process. With the assistance of numerous professors who themselves are master teachers, these programs have helped highlight the importance of teaching excellence at a research institution.

Through the combined efforts of its six programs, the University Learning Center hopes to become a major center of teaching innovation not only on campus but across the country as well. Coordinators of each program have now become active in national efforts to improve the teaching of reading, writing, and mathematics, and, in general, to improve the quality of undergraduate instruction. The staff of the University Learning Center includes: Kris Gutierrez, director; Mary Ann Shea, assistant director and coordinator of the Academic Skills and Faculty Teaching Excellence Programs; Gonzalo Santos, math and science coordinator; Jim Hunter, writing coordinator; DeLaris Carpenter, tutorial coordinator; Laura Border, Graduate Teacher Program coordinator; Rosella Garcia, budget manager; Shirley Brickhouse, secretary; Margaret Simms and Roxanne Baldivia, receptionists.

Dear Graduate Part-time Instructor or Teaching Assistant:

I am pleased to endorse the third edition of The TUTOR. In order to pursue the University's educational mission of providing tomorrow's leaders with the knowledge and values required to make difficult choices, it is necessary to draw upon all the excellent resources available in our pedagogical and research areas.

Some of our more significant resources are the valuable services of graduate part-time instructors, teaching assistants, and research assistants. They bring a keen understanding of students' needs and perceptions in graduate and undergraduate education, and they may themselves be preparing for a career in education.

Through the Graduate Teacher Program, the University enhances its educational mission and helps train educators of the future. The TUTOR is an important tool in providing information, and I am pleased to see its continuation.

Sincerely,
Hunter R. Rawlings III



TOOTER'S TEACHING TIPS

1. Use your office hours creatively.
2. Write your tests to reflect your course objectives.
3. Pay attention to your non-verbal communication and that of your students.

ATTENTION DISSERTATION WRITERS:
Weekly support groups are still forming at the Multicultural Center for Counseling and Community Development.

If you are tired of enduring the dissertation struggle in isolation, call 492-6766 for more information.



AWARDS

Awards for Teaching and for Research or Creative Work

The GTP would like to congratulate the following graduate students from the College of Business and Administration and Graduate School of Business Administration who were recipients of the Graduate Student Teaching Excellence Awards, Spring 1985.

Profile:

NAME: Paul Donadio

HOME: Boulder, Colorado

PLANS AFTER GRADUATION: I want to teach at a university.

TEACHING EXPERIENCE: I taught accounting and business for 11 years full time at Ulster County Community College in New York. At CU I've taught accounting for 10 semesters, including summers.

OPINION OF CU UNDERGRADUATES: After teaching at a Community College where there is open admission, I find it's a luxury teaching here! I know that any student in my class is capable of doing the work—whether or not they choose to do so is their prerogative.

MOST MEMORABLE EXPERIENCE AS A TEACHER AT CU? The nicest experience I had here was the reception the students gave me after my back surgery. They really cared and they expressed it to me.

WHAT DO YOU THINK MAKES A GOOD TEACHER? Not taking your students for granted—not putting your own interests in front of the students' interests. A good teacher needs an excessive amount of pride—to be well prepared for every class.

HOW DO YOU SEE YOURSELF AS A TEACHER? I give a 100% effort to my teaching and expect a serious effort from my students, while recognizing that they have other classes. For me, "to teach" means "to help to learn" and I always give this definition to my students.

HOW DID YOU SPEND YOUR AWARD? To pay some bills.



Profile:

NAME: Susan M. Keaveney

HOME: Boulder, formerly from Boston

PLANS AFTER GRADUATION: I plan to teach and do research at a university.

MAJOR: Marketing

TEACHING EXPERIENCE AT CU: I've taught principles of marketing, retailing, and international marketing. Also, before coming to Boulder I taught for five years at Bay State Junior College in Boston, Dean Junior College in Franklin, Massachusetts and at the University of Rhode Island.

MOST MEMORABLE EXPERIENCE AS A TEACHER AT CU? I always enjoy it when students who have graduated and have been working for awhile come back to visit me because then I have a sense of the long-term impact I've had on my students' lives.

WHAT DO YOU THINK MAKES A GOOD TEACHER? One thing is having a long memory—by that I mean in order to remember what it was like to be a student. You need to begin where the students are and bring them along. Second, you need to be an expert in your field. And third, you need to keep your lecture notes really up-to-date so you can relate theory to current practice.

HOW DO YOU SEE YOURSELF AS A TEACHER? I'm supportive, I try to encourage students to help them be confident enough to achieve their potential. I'm demanding of them, but I really want them to love learning.

HOW DID YOU SPEND YOUR AWARD MONEY? On books and trying to survive.



GRADUATE TEACHER FORUM

Comments from graduate students during and after the GTP Fall Institute:

"Boy am I glad I came this morning—I went over to my department at lunch and discovered that I had become a TA!"

"It was great to have enthusiastic professors share their excitement for teaching with us."

"I appreciated the professors' openness and their humanness."

TO ALL:
Graduate Part-time Instructors
Teaching Assistants
Research Assistants

LEARNING-DISABLED COLLEGE STUDENTS

The Learning Disabilities Program at the University of Colorado operates from the Office of Services to Disabled Students. The LD Program is designed to respond to the needs of the learning-disabled student in a college environment. The three components of the LD Program are (1) the admissions process, (2) services to students, and (3) technical assistance to faculty and staff.

The Admissions Process

The LD Program and the Admissions Office cooperate in a joint effort to assist the student and parent in preparing for admission. In compliance with federal regulations, the LD staff responds individually to each LD student who wishes to attend the University of Colorado. Each student must have the following information before being considered for admission:

1. Documentation of a learning disability
2. Completion of required entrance exams; ACT or SAT
3. Diagnostic Interview administered by LD staff

Accessibility to the University is determined by the student's ability rather than by his or her disability.

Services to Students

The LD Program provides comprehensive services to three groups: (1) students who come to the University with an identified learning disability, (2) students referred by faculty, staff, or other students, and (3) those who are "self-referred." Service is provided through the diagnostic-prescriptive model.

Diagnostic Prescriptive Model

The diagnostic process includes informal and formal testing. Key to the process is the sharing of test results with the student. The interpretation of these results helps students develop an understanding of their learning profile.

Prescriptive activities are then derived to build individualized strategies. Emphasis is placed on the student developing from a passive learning style to an active one. Students are taught methods for actively attacking materials

that are to be read and actively constructing the composition of written assignments.

Methods for actively monitoring errors in language mechanics are also taught. The approach is metacognitive in that it emphasizes a linguistic approach and stresses the need for students to take ownership of their own learning.

Assistance to the LD Student and Staff

The final component of the LD Program is to provide technical assistance to faculty, TAs, and staff concerning the needs of the LD student.

This information can help identify an LD student as well as help the individuals involved work more effectively with the student.

The student and the LD staff, as the result of the diagnostic-prescriptive process, may assist the instructor in developing alternative tests and assignments.

Wren and Segal* describe common problems of learning-disabled college students:

Students with learning disabilities usually have areas of difficulty that are in marked contrast to other areas where they excel. Some may learn well through lectures, but have extreme difficulty reading. Others may express themselves very well orally, but spell or write very poorly.

Each person possesses a unique combination of strengths and weaknesses. The deficits all have a negative impact on learning and can interfere in a variety of ways. For example, a visual perceptual deficit may interfere directly with reading, and indirectly with the development of other skills such as writing.

LD students, although they have average or above average intelligence, may experience problems in one or more of the following areas: reading, spelling, written expression, math, oral language, study skills, or social skills. Often, learning disabilities are inconsistent, causing problems one day, but not the next. They may cause problems in only one specific area, or they may surface in many areas.

The causes of learning disabilities are still not clearly understood, but they are presumed to be the result of neurophysiological dysfunction. Nevertheless, it is important to note that once students begin receiving appropriate services, they then begin learning strategies to compensate for or overcome many of these difficulties.

If additional information about the Learning Disabilities Program is desired, contact Laura Fischer, coordinator, in Willard 305, 492-1592 or 492-1591.

*Carol Wren and Laura Segal, *College Students with Disabilities: A Student's Perspective*. De Paul University, Chicago, 1985.



the TUTOR

Vol. 1 No. 4

University of Colorado, Boulder

Winter 1985

GTP and Economics Collaborate

A major goal of the GTP is to develop a network of graduate part-time instructors and teaching assistants across the various academic disciplines. These TA coaches will work with their home departments to help disseminate information on the GTP and its services to all graduate students, to serve as liaisons between the GTP and the academic department, and/or to assist the departmental chair and graduate advisor with TA training programs.

During the Fall Semester 1985, Barry Poulson, Chair of the Economics Department, demonstrated his interest in improving the quality of teaching in the department and in providing professional development for beginning teaching assistants by collaborating with the GTP to institute a novel TA Training Program based upon the concept of the TA Coach. Poulson had been exposed to a well-functioning Economics TA Training Program at the University of North Carolina in Chapel Hill, where he spent his sabbatical in 1982. He internalized the viewpoint that the training of good future college teachers is an integral part of the university's overall mission.

Consequently, when Dave Rodda, an experienced TA in his department, proposed last spring that they work with the GTP to develop a new TA program, Poulson was willing. Rodda had attended several of the Graduate Teacher Program workshops last year. He was aware of the possibility of working with both the Graduate Teacher Program and his home department to conceptualize and carry out a TA Training Program. Poulson decided that one-third of Rodda's appointment would be devoted to acting as TA Coach and the other two-thirds to teaching.

During the summer, Rodda worked closely with Laura Border, the Graduate Teacher Program Coordinator,

Poulson, and Jane Lillydahl, the Faculty Advisor in Economics. They put together a program which consisted of one and a half days of content-specific training, a series of Brown Bag lunch discussions chaired by Rodda and Lillydahl, individual TA class visitation, and videotaping which was overseen by Rodda.

In addition to this core program the Economics TAs were required to attend and report on at least one session of the Graduate Teacher Program Fall Institute and fall workshops.

Rodda and Border also collaborated on the compilation of an Economics TA Training Manual based upon the *Resource Manual for Teacher Training Programs in Economics*. Students were awarded one hour of credit for participating in the required training.

The following comments were excerpted from interviews with Poulson, Rodda, and Lillydahl:

LB: Barry, what are the benefits of using an experienced graduate student in place of a professor to do TA training?

BP: Our motivation in setting up the program has a dual purpose: to improve the quality of teaching in the department from the bottom up and as a longer range goal, to provide professional development for the TAs' future college teaching. We want to contribute to their development as teachers. As Dave has a major role in the class visitations and videotaping, the fact that his work with them is entirely confidential, and has nothing to do with hiring or salary-based decisions, has allowed the TAs to communicate openly and get the maximum amount of help.

LB: What effect has the program had on TAs in general, Dave?

DR: It's developed a strong sense of cohesion in this year's graduate students. It's created a broad support system. In addition to having Professor Lillydahl's support and mine, all the TAs, including the foreign TAs, know who the other TAs are and can offer advice and support to each other. We are all sharing the successes and the wealth of the experience.

LB: Jane, how has this year's training been different from before?

JL: We've had small one-day workshops in the past. This year Dave was willing to take the ball and take care of equipment and especially the TA Manual. He deserves the credit for this major twenty-hour program. Up until now TAs have been critical of the university for being paid so little for so much work. They've been frustrated at spend-

(continued on page 2)

The TUTOR welcomes articles written by graduate students, by staff, and by faculty. Articles are limited to 1000 words and should discuss pertinent aspects of the role of the graduate teacher. Send manuscripts to **THE TUTOR**, University Learning Center, Willard Administrative Center 309, Boulder, Colorado, 80309-0107.

TA Training Program, continued

ing so much time preparing for class, so having the one hour credit helps. My reaction is that undergraduate students have benefitted a lot because it has helped the incoming TAs cope effectively with all the usual problems.

LB: Dave, how do you view teaching at the university level?

DR: To me "teaching" is not a noun, but a process. Good teachers go about their job thoroughly, they don't leave a stone unturned, they help the students put it all together. It's funny, it's hard to see what a good teacher is doing right, but it's sure easy to see what a bad teacher is doing wrong!



1. Talk to your students, not to the blackboard.
2. When giving feedback, emphasize the positive.
3. Encourage students to make use of your office hours.

AV Use Enhances Student Perception of Teaching Effectiveness

In the October 1984 issue of the "Performance and Instruction Journal," Richard A. Morano reported on a study he designed to learn more about how students' assessments of teaching performance varied when audiovisual materials were introduced into the teaching situation. Morano used a total of 1189 students in 41 Management Courses, 19 English Courses, and 19 Psychology Courses in four colleges in New York in this study in the Fall 1982 semester.

The results suggest that audiovisual usage correlates positively with students' perceptions of teaching effectiveness. The more class sessions in which instructors use AV, the greater likelihood teachers have of enhancing their own ratings as effective teachers.

If you would like more information on the use of audiovisual equipment on the Boulder Campus, please contact Academic Media Services, Stadium 350, x7341.

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GRADUATE TEACHER PROGRAM SPRING 1986 SCHEDULE

SPRING INTENSIVE

Tuesday, January 21, 1986 UMC 235

- 8:30-10:00 **The Lecturer as Entertainer**, Nancy Hill, Center for Interdisciplinary Studies
- 10:30-12:00 **Assertiveness Training for College Teachers**, Doris Olsen, Multicultural Center for Counseling and Community Development
- 1:00-2:30 **Reading and Writing: Tools for Discovery and Learning Across the Curriculum**, Kris Gutierrez, University Learning Center
- 3:30-5:00 **Acting Techniques to Improve Teacher Performance**, Bob Kimber, Department of Theatre and Dance

BROWN BAG DISCUSSIONS

TA Survival Kit, Dave Rodda, Tuesday Feb. 4, UMC 157B, 12:00-1:00

Creative Use of Office Hours, Janet Jacobs, Wednesday, Feb. 12, UMC 157B, 12:00-1:00

Dealing with Cheating & Plagiarism, Dean Middleton, Thursday, Feb. 20, UMC 157B, 12:00-1:00

TA Tax Status, Norton Steuben & Carl Poch, Tuesday, Feb. 25, UMC 157B, 12:00-1:00

Cross-Cultural Issues in the College Classroom, Elease Robbins, Thursday, March 13, UMC 158A, 12:00-1:00

Sexual Issues in the Classroom, Part 2, Deborah Flick, Tuesday, March 18, UMC 157B, 12:00-1:00

FRIDAY FORUM

All will be held in: Willard 227, Workshop 3:00-4:30, Refreshments 4:30-5:00

Teaching Critical Thinking, Kris Gutierrez, Phil DiStefano, Marty Bickman, Friday, January 31

Teaching a Literary Text, Ester Zago, Friday, February 7

The Anatomy of a Good Lecture, Dennis Van Gerven, Friday, February 21

Timothy Leary's Personality Wheel, Don Weatherly, Friday, February 28

Facilitating Discussion, Ron Billingsly, Friday, March 7

Career Options and Resume Writing for the New Ph.D., Shayn Smith, Friday, March 14

Schedule of deadlines for Master's Degree Candidates expecting to graduate during 1985-86

Last day for scheduling final exam or thesis defense with the Graduate School.

Last day for taking final exam or thesis defense with the Graduate School.

Last day for filing thesis in Graduate School. At the time of filing, thesis must be complete in all respects and must meet thesis specifications in order to be accepted by the Graduate School. Candidates whose theses are received after this date will graduate at the following commencement.

Last day to submit grades for incompleted courses taken in past semesters.

May 23, 1986 Commencement	August 16, 1986 Commencement
April 25	July 21
May 2	July 28
May 9	Aug. 1
May 9	Aug. 1

Schedule of deadlines for Doctoral Degree Candidates expecting to graduate during 1985-86

Application for Admission to Candidacy must be in the Graduate School office at least two weeks before student takes Comprehensive Examination. Coordinate with home department.

Last day to submit to the Graduate School a typed copy of exact title of thesis. This title will be printed in the Commencement Program.

Last day for scheduling Final Exam with Graduate School. Doctoral candidates should come to Graduate School office, Regent 308, to secure a leaflet announcement form.

Last day for taking Final Examination. Last day for filing thesis in Graduate School. At the time of filing, thesis must be complete in all respects and must meet thesis specifications.

Last day to submit grades for incompleted courses taken in past semesters. Thesis grades are an exception.

April 1	July 1
April 21	July 15
May 5	July 29
May 9	Aug. 1

I KNEW A TEACHER ONCE

I knew a teacher once
 With words as soft
 As moths on summer screens;
 Brittle-bright and
 Crisp was not his style.
 As others barked,
 His whispers touched the dark
 Inside your skull
 And seemed to echo there.
 The way was sure.
 He always took the time:
 Refused the rush
 Of world reports for poems
 And pushed aside
 The weight of dusty tomes
 To scratch his nose
 And pass around the mints.
 He seemed alive.

You couldn't put him on.
 He'd take a book
 And make it yours and his
 In magic ways
 That made your breath come quick.
 His wink was slight.
 The eyes were bright and clear,
 A hush of greens.
 You'd watch the pause of smile,
 A patient blink
 That let the question hang.
 His tease would make
 You more than eyes and ears:
 It often made
 Your insides twist and think.
 I guess he liked
 His work enough to make
 It play for us.

by William Strong
 Professor
 Utah State University

Profile:

Name: Elisabeth Tornier, 26

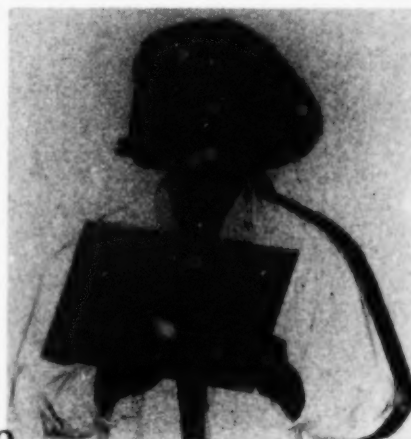
Home: Savoie, France

Studies at CU: I finished my M.A. last spring, and I'm currently working on my doctorate. This coming spring I'll be directing the CU Chambéry program in France, then next fall I'll be back to continue my course work.

Teaching experience at CU: This is my seventh semester here as a teaching assistant/graduate part-time instructor. I've taught French 101, 102, 105, 211, 302, and 403. I am also involved with the CU Women's Club and teach a conversation group for them. I've taught a course for Continuing Education, and I do a fair amount of private tutoring.

Most memorable experience as a teacher at CU: When the Greenpeace scandal erupted, I discussed it with my 403 class. We compared it to events in the U.S. and in

(continued on page 4)





Graduate Teacher Forum

"Great teachers may be born, but the rest of us can improve our teaching by sharing good ideas and practicing new techniques. At the very minimum some problems can be avoided."

Dave Rodda, TA Coach, Economics

Profile, continued

South America. It was neat to be able to discuss International affairs in French with my American students.

What do you think makes a good teacher? We have to take into consideration that the teacher is a human being. On one hand a teacher should be able to interact with students on a personal level. On the other hand, one should know the subject and be able to communicate this to the students. In a way, I think teaching is a performing art. And, of course, a good teacher keeps abreast of new teaching strategies in the field and attends conferences to keep up.

How do you see yourself as a teacher? I try to arouse my students' interest and try to give them a new perception of foreign countries by broadening their horizons.

What is your opinion of American students? They are

friendly, easy to get along with, but at the same time, students and teachers in the School of Arts and Sciences are involved in a vicious circle. Teachers put too much pressure on their students by doing things like taking roll every day, grading them down for poor attendance. . . . The students here need more help adjusting to the university system because it is so radically different from the high school environment.

Did you have difficulty adjusting to the American system?

Culture shock wasn't a problem for me as I had lived in Canada before coming to the States. For me, living abroad is a challenge. On a professional level it's helped me built up my confidence. I'm more responsible, I have to make my own decisions.

When I came to CU, the Foreign Student and Scholar Services really helped me adapt. My host family gave me lots of support and the Department of French was also very helpful.

ATTENTION DISSERTATION WRITERS: Weekly support groups are still forming at the Multicultural Center for Counseling and Community Development.

If you are tired of enduring the dissertation struggle in isolation, call 492-6766 for more information.

The TUTOR

Graduate Teacher Program Newsletter

University Learning Center
University of Colorado
Boulder, Colorado 80309-0107

TO ALL:
Graduate Part-time Instructors
Teaching Assistants
Research Assistants



CONSIDER MIDTERM EVALUATIONS

A midterm evaluation or in-progress evaluation similar to the FCQ would provide immediate feedback to both teacher and students, facilitating change in the classroom during the very term in question.

End-of-term evaluations, such as the FCQ, are instrumental in making long-term, substantial changes, but they have two limitations: students in the course do not benefit directly, and teachers must save their instructional improvements for the next semester.

This article suggests that graduate teachers themselves use in-progress or midterm evaluation to supplement their end-of-term evaluation.

Important Considerations

Several points should be taken into consideration when using midterm evaluation:

1. The instructor should explain that the goal of in-progress evaluation is to improve the instructor's own teaching effectiveness and to monitor students' progress and satisfaction in the course.
2. Students' feedback must be anonymous and the process must be nonpunitive.
3. The use of the results should be made clear before the evaluation begins.

In order for midterm evaluations to be effective, instructors should stress the importance of students giving specific feedback. Instructors must be willing to "bite the bullet" and accept the feedback even if it is not all complimentary. They must be committed enough to make necessary changes in their behavior and make an honest attempt to respond to the students' feedback in a positive way.

Timing and Form of Midterm Evaluation

Midterm evaluations can be conducted in the middle of the semester or several times throughout the semester. The midterm evaluation can take several forms.

Some instructors prefer to hand out a standard form to all students; others ask for midterm evaluations throughout the semester in the form of journals written away from class;

(continued, page 2)

FCQ for GPTIs and TAs

During Spring Semester 1986, all graduate teachers will have the opportunity to be evaluated, at no cost to the home department, through the *Faculty Course Questionnaire (FCQ)*.

The following question/answer discussion of the Faculty Course Questionnaire is presented in order to increase graduate teachers' understanding of the format, administration, and results of the FCQ, as well as to demonstrate the possibility of using the results of the FCQ to improve teacher performance in the classroom.

To whom has the Faculty Course Questionnaire been administered previously?

Up until Spring Semester 1986, centrally funded evaluations have been available for all tenured and tenure-track faculty, while individual departments have paid for nontenure track faculty—including graduate part-time instructors and teaching assistants (GPTIs and TAs).

This is the first time the Boulder campus has allocated the monies necessary to fund the administration of the FCQ on a University-wide basis.

Will the administration of the FCQ to all nontenure track faculty continue?

Right now funds have been allocated only for Spring Semester 1986.

To whom are the results of the FCQ useful?

The FCQ results can provide information to students choosing courses and professors; to administrators making course assignments, salary and promotion decisions; and to teachers revising their courses.

(continued, page 2)

The TUTOR welcomes articles written by graduate students, by staff, and by faculty. Articles are limited to 1000 words and should discuss pertinent aspects of the role of the graduate teacher. Send manuscripts to THE TUTOR, University Learning Center, Willard Administrative Center 309, Boulder, Colorado, 80309-0107.

EVALUATIONS, *continued*

still others prefer a type of informal small-group or class discussion. Finally, an outside consultant (a peer, for example) can be invited to conduct the evaluations.

Topics for Midterm Evaluation

Instructors may want to focus on specific topics for midterm evaluations: (1) style of presentation, (2) blackboardsmanship, (3) grading (time involved as well as fairness), (4) ability to motivate students, (5) an open-ended question on strongest and weakest points, and (6) a general rating.

If desired, questions about course content can be posed. Teachers may also wish to ask students to perform student self-evaluations. Students can be asked briefly: How much time do you spend studying? Do you feel that your preparation for this course was satisfactory? etc.

Midterm evaluations can be as general or as detailed as the instructor wishes. Used in a constructive fashion, midterm evaluations can lead to a more positive learning environment and improved teacher/student relationships.

A benefit that should not be taken lightly is the possible improvement in end-of-term formal evaluations. If the department uses end-of-term evaluations for hiring or salary decisions, the instructor may profit in very concrete ways from taking the time and investing the effort in informal, midterm evaluations.



TOOTER'S TEACHING TIPS

1. Avoid repetitive and useless gestures such as tugging at your hair.
2. If you write and diagram neatly on the chalkboard, your students will be more inclined to make their written work neat.
3. Plan a clear objective for each class.

FCQ, *continued*

How do students access the results of the FCQ?

The results of the FCQ are published by the University of Colorado Student Union each fall and spring semester in a booklet called **Professor Performances**. This booklet is made available to all students on campus during registration so that students can have some notion about the quality of the courses they choose to take and the effectiveness of the instructors teaching those courses.

HELP WANTED

DO YOU NEED MONEY AND INSTRUCTIONAL EXPERIENCE?

ULC Tutorial Services hires and trains qualified upper-division and graduate students to tutor CU Opportunity Program Students.

CONTACT:

De Laris Carpenter
Tutorial Services Coordinator
University Learning Center
Willard 309, 492-5474

Departmental recommendation required.
Hourly pay commensurate with degree and experience.

How can students make use of the results?

The FCQ ratings should be useful to students primarily in identifying instructors with very high or very low student evaluations. The FCQ reports evaluative information such as whether required course work was appropriate and whether grading policies were fair. However, it does not report such descriptive information as the instructor's method of teaching (for example, lecture versus discussion).

How do administrators use the information from the FCQ?

The FCQ results help administrators make decisions on teaching load, tenure, and hiring. Engineering and CU Continuing Education use it for hiring purposes. If the FCQ continues to be administered on a campus-wide basis, chairs will also be able to use FCQ results to determine the effectiveness of their placement of graduate students in teaching positions. Additionally, with the information available on the FCQ, mentors and advisors will be able to comment about a graduate student's teaching when they are called on to write recommendations.

How can faculty, including graduate teachers, use the FCQ to best advantage?

The most valuable attribute of the FCQ is its potential to serve as a resource to help individual instructors improve their own teaching performance. The FCQ is designed to help teachers recognize their strengths and weaknesses during active teaching situations.

(continued, page 3)

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FCQ, continued

Upon receiving the results of the FCQ, an instructor should be able to evaluate what actually happened in the classroom and use that information to make necessary adjustments in such areas as course organization, fairness of grading, etc.

How can teachers use the FCQ ratings to improve their performance in the classroom?

It's very important for teachers to examine the results and to ask themselves, "Why did I get this rating?" Any rating lower than **A** signals a need for improvement. It is also important not to dismiss or to overemphasize a small percentage of either positive or negative responses and comments made by students.

If graduate teachers have questions about how to interpret the results or if they need help in deciding how to improve in a certain area, they can contact Laura Border, Graduate Teacher Program Coordinator, Willard 309, extension 5474. A follow-up workshop will be offered by the GTP early in Fall Semester 1986 to explain continuing graduate teachers' results on this spring's FCQ and to offer suggestions on improving teaching performance.

Do graduate teachers have a choice about what questions will be asked on their FCQ?

The first 12 questions are standard on all FCQ forms used at UCB so that sections/classes can be compared with similar sections/classes across campus. In addition, all FCQ



GRADUATE TEACHER FORUM

Comments on GTP Spring Intensive:

- Many thought-provoking ideas and analogies, very good workshop.
- The most helpful part of this workshop was the practical hints. I realized how I could add new dimensions to my teaching and have students relate personally with what they learn.
- A good combination of entertainment and helpful suggestions!

GTP's TA Coaches

The GTP needs a network of graduate part-time instructors and teaching assistants across academic disciplines. These **TA Coaches** will work with their home departments . . .

- to help disseminate information on the GTP and its services to all graduate students
- to serve as liaisons between the GTP and the academic department
- to assist the departmental chair and graduate advisor with TA training programs

If serving as a **TA Coach** next year interests you, contact your department chair and

GTP Coordinator Laura Border
University Learning Center 309, x5474

forms include three standard open-ended items which are printed on the back of the form.

Further, up to 24 optional questions can be chosen from the question bank provided by the Office of Research and Testing. These items enable instructors to focus on areas of specific interest to them.

When are the results of the FCQ returned to teachers?

The original forms and summary results are returned to faculty after the semester ends.

Is the FCQ a complete rating of teaching ability?

The FCQ indicates clearly how students rate the teacher, what they think about the course, and what they feel they have learned. It is not a complete rating of teaching ability nor is it a direct rating of what students really learned. For decision-making purposes, the FCQ should be used only in conjunction with other forms of evaluation such as departmental and/or peer evaluation.

Are students' evaluations accurate?

Students are good evaluators because they have the greatest opportunity to see the instructor in action. Studies have shown that, in general, students can accurately assess the effectiveness of an instructor's course organization and the instructor's method of instruction as well as how much they have learned in a course.

How can instructors ensure that their students take the evaluations seriously and fill out the FCQ forms thoroughly and accurately?

Instructors are required to leave the classroom while students are completing the FCQ forms. However, the instructor could request that one student carefully review aloud with the class the instructions for filling out the forms before the students begin their written evaluations.

Academic and Personal Support Services

TAs and GPTIs often need to know where to refer their students for assistance outside the classroom. The following list includes units on the Boulder campus which serve a variety of academic and personal needs.

Career Services, Willard, ground floor, 492-6541. CS provides career literature, vacancy information, placement services, cooperative education referrals, personal counseling, and group career workshops.

Financial Aid, Environmental Design 2, 492-5091.

Foreign Student and Scholar Services, Environmental Design, SW basement, 492-8057. The FSSS provides advice and support to foreign students on immigration matters and on adjustment to life at an American university. TAs can call the FSSS directly concerning questions about foreign students, or they may refer students to the FSSS.

Multicultural Center for Counseling and Community Development, Willard 134, 492-6766. MCCCCD provides personal and group counseling, as well as consultation and outreach services to students, faculty, and staff. MCCCCD offers groups a wide range of topics including *Time Management*, *Perfectionism*, *Choosing a Major*, *Coping with Grief and Loss*, etc.

Legal Services, UMC 328, 492-6813. Legal Services assists fee-paying students.

Norlin Library Reference, 492-7521 or 492-8705. Contact Deborah Fink in Instructional Services, 492-8302, for assistance in developing research methodology.

Nontraditional Student Center, UMC 414, 492-1536. NSC offers social support for students over 25; for single, married, and divorced students; and for single parents.

Office of Services to Disabled Students, Willard 18, 492-8671 (Learning Disabilities Office, Willard 305, 492-5611). OSDS provides information, referrals, and assistance to physically disabled, hearing impaired, visually impaired, and temporarily disabled students as well as to the learning disabled population.

Ombudsman Office, Willard 302, 492-5077. The Ombudsman Office serves students, faculty, and staff. An Ombudsman is one that explores reported complaints, reports findings, and helps to achieve equitable settlements.

University Learning Center, Willard 309, 492-5474. The ULC's **Academic Skills Program** helps students develop better study skills and provides consultation to faculty who wish to incorporate specific study skills into their classroom activities. The ULC's **Tutorial Services**, offers free individualized and small-group tutoring to CU Opportunity students and student athletes. TS also functions as a referral service to any UCB student by maintaining the list of available tutors.

Veterans Affairs, Willard 229, 492-7322.

The TUTOR Graduate Teacher Program Newsletter

University Learning Center
University of Colorado
Boulder, Colorado 80309-0107

TO ALL:
Graduate Part-Time Instructors
Teaching Assistants
Research Assistants



the TUTOR

Vol. 2 No. 2

University of Colorado, Boulder

Summer 1986

INTERNATIONAL TA TRAINING PROGRAM

Beginning Fall 1986, the Graduate Teacher Program will institute a campus-wide training session for international teaching assistants in conjunction with the GTP Fall Intensive. This training session will be open to any international teaching assistant or graduate part-time instructor of native or non-native speaking ability.

Topics for the training session will include The Typical CU Student, Teacher and Student Expectations and Roles in the American Classroom, The Professional Responsibilities of Graduate Teachers, Where to Go to Get Help, and Panel Discussion with Experienced International Graduate Teachers.

International graduate teachers are encouraged to attend the special workshops as well as a selection of the Graduate Teacher Program Intensive workshops.

Please contact the Graduate Teacher Program for further information.

GRADUATE TEACHER PROGRAM HANDBOOK

A useful manual containing information on pedagogy, testing, communication, and resources for graduate teachers will be available for Fall Semester 1986. All GPTs and TAs will receive a personal copy through campus mail.

The TUTOR welcomes articles written by graduate students, by staff, and by faculty. Articles are limited to 1000 words and should discuss pertinent aspects of the role of the graduate teacher. Send manuscripts to THE TUTOR, University Learning Center, Willard Administrative Center, 309, Boulder, Colorado, 80309-0107.

Graduate Teacher Program Fall Intensive

The Fall 1986 Graduate Teacher Program Fall Intensive will take place August 27, 28, 29. It will consist of a series of workshops on generic teaching issues, test construction and grading, communication skills, content-specific workshops (foreign-language teaching, science labs, literary discussions, and recitations), evaluation, and a discussion of the administration and applications of the Faculty Course Questionnaire.



GRADUATE TEACHER FORUM

Comments on the workshops:

—The professor's style and discussion made me think about aspects of teaching style—verbal, nonverbal, and written.

—I liked the special tips that were given about handling a classroom, such as asking students "What is the first question?" instead of "Are there any questions?"

Using Student Ratings to Improve Teaching

by Mary Ann Shea, Associate Director,
University Learning Center, Coordinator,
Faculty Teaching Excellence Program

The literature and research on using student ratings to improve teaching are diffuse, conflicting, and varied. Nevertheless, some generalizations as well as patterns and trends about the relationship between ratings and teaching improvement exist. This article addresses sources for the evaluation of teaching, provides suggestions on dimensions and characteristic behaviors of good teaching, and discusses how to improve performance in teaching.

Teaching is a process. By process we mean something that we reflect on and improve incrementally. We become good teachers and become more effective over time. In light of the fact that all nontenure-track instructors will have the opportunity this spring to use the Faculty Course Questionnaire Evaluation, there will be a new occasion to assess teaching.

Sources For Evaluating Teaching

In order to understand the evaluation of teaching, it is important to keep in mind a definition of teaching. In "Student Ratings of Faculty: A Reprise" (Academe, 1979), Wilbert McKeachie defines teaching effectiveness as "the degree to which one has facilitated students' achievement of educational goals." Research on teaching suggests several ideas for the evaluation of teaching as well as what one does after reviewing student ratings.

Principally, student ratings should be viewed as feedback, but research strongly suggests that student ratings should not be used as the sole measure of teaching effectiveness. Rather, student ratings should be accompanied by observations of teaching by colleagues in one's department, students' self evaluation of their performance in a course, classroom videotaping with individual consultation, and an examination of course syllabi.

Even though it may seem time-consuming to conduct your own evaluation of teaching, the literature recommends mid-term evaluations of the course by students. Three questions for mid-term evaluation would suffice:

1. What do you like the most about the course?
2. What would you like to see improved?
3. How many times have you been absent?

What are the dimensions and characteristics of good teaching?

In a 1984 study conducted by the University of Colorado's Faculty Teaching Excellence Program, the research and literature were culled for characteristics of good teaching as determined by students. The five dimensions of teaching suggested by the research that ought to be present in the classroom are the following:

- knowledge of content
- clarity and organization
- dynamism and enthusiasm
- fair exams and grading
- rapport with students individually and as a group.

The authors of the study found thirty-seven characteristics describing behaviors associated with good teaching. Each dimension has special characteristics. The following characteristics are available as optional questions of the FCQ.

In the dimension "knowledge of content" we find these teaching characteristics:

- Discusses points of view other than his or her own.
- Contrasts implications of theories.
- Discusses recent developments in the field.
- Gives references for more interesting and involved points.

In the dimension "clarity and organization" we find the following:

- Generalizes from examples and specific instances.
- Uses examples and illustrations.
- Is able to improvise in awkward situations.
- Stresses general concepts and ideas.
- Explains clearly.
- Is well prepared.
- Gives lectures that are easy to outline.
- Summarizes major points.
- States objectives for each class session.
- Identifies what he or she considers important.
- Uses a variety of instructional media (for example: films, overhead).
- Makes a few major points during a lecture rather than many.

(continued, page 3)



TOOTER'S TEACHING TIPS

On testing:

1. Plan ahead: write your test items early, take the test yourself, and prepare a complete answer key.
2. Frame your essay questions clearly and prepare what you consider to be the ideal answer to each one.
3. If you write comments on students' tests, be neat, precise, and spell correctly.

Using Student Ratings, continued

For the dimension "dynamism and enthusiasm" there are other behaviors such as:

- Encourages class discussion.
- Invites students to share their knowledge and experiences.
- Has an interesting style of presentation.
- Is enthusiastic about the subject.
- Varies the speed and tone of voice.
- Uses a range of gestures and movement.
- Has interest in and concern for the quality of teaching.
- Motivates students to do their best work.
- Gives interesting and stimulating assignments.
- Has a sense of humor.

In the dimension "fair exams and grading" the research suggests the following characteristics:

- Uses exams effectively for synthesis and understanding of course material.
- Keeps students informed of their progress.

And last, under "rapport with students individually and as a group" we find:

- Invites criticism of his or her own ideas.
- Knows whether the class is understanding him/her.
- Has students apply concepts to demonstrate understanding.
- Knows when students are bored.
- Gives personal help to students having difficulty in the course.
- Has genuine interest in students.
- Relates to students as individuals.
- Is accessible to students outside of class.
- Asks questions of students.

Some studies reveal that clarity of information (for example, a good syllabus), sometimes referred to as course structure, is more important than other dimensions of good teaching. But also, some researchers in the field believe that after knowledge of content, the single most important dimension of good teaching is enthusiasm in the classroom for the subject matter and for students. If you are specifically concerned about a particular dimension of your teaching, you could cluster specific optional questions on the FCQ for feedback on that dimension of good teaching.

How to Improve Performance in Teaching

The literature suggests that student ratings of teaching effectiveness, such as the FCQ, are most effective when they are accompanied by both written and verbal consultation. Consultation means having discussion about the patterns or trends of the responses students have given to the rating questions. Second, the literature says that self-evaluation of one's teaching is important and that a change is more likely to occur if there is a discrepancy between the instructor's self-evaluation and the student ratings. Third, look for a pattern in the graded, aggregate responses to the FCQ questions. For example, instead of looking at the overall rating, look carefully at questions that are directed to one specific dimension of teaching. In the FCQ there are two

questions that have to do with fair exams and grading. If your ratings on these are lower than you would like them to be, decide that you will work on this single dimension of teaching for a semester or two until these specific ratings are better. To do this, you need specific feedback from students. You might also talk to faculty, colleagues, and other helpful sources on campus for test construction ideas or utilize the item analysis service in the Office of Research and Testing.

Reports from Two Research Studies

A study by Judith Levinson-Rose and Robert J. Menges, entitled "Improvement of College Teaching" (*Review of Educational Research*, 1981), attempted to determine what conclusion might be drawn from studies on teaching improvement. An important statement at the end of the study reveals the difficulty in studies of teaching improvement. The authors state that "quantitative methods dominating research in this area are not sufficient for this kind of investigation because they tend to distance researchers from professors in the name of objectivity and to over-simplify teaching and learning in order to control two otherwise dynamic processes in order to design experimental studies." Other interesting conclusions, however, state that end-of-course feedback from students can positively affect subsequent teaching. In addition, instructors most likely to change are those whose student ratings are less positive than their self-ratings. Finally, one of the most insightful conclusions of the study is that instructors should be afforded every opportunity to engage in collaboration "since questions about teaching and learning are intellectually as challenging as the questions our colleagues pursue in their specialties and are as immediate as day-to-day experience" (p. 420). The authors conclude by saying that "the next generation of research will, we hope, include fewer studies where faculty are assigned to treatments and more studies where participants collaboratively examine the dynamics of teaching and learning" (p. 420). Findings reveal that workshops and seminars for instructors promote the development of attitude change toward teaching and changes in skill. When the authors of the study looked at research on student ratings and student achievement, they found enormous variation in the quality of the studies. Second, the issue of validity is of utmost importance. Simply stated, are ratings valid? Do they test and evaluate teaching or something else?

In a study by Cohen entitled "Student Ratings of Instruction and Student Achievement" (*Review of Educational Research*, 1981), a synthesis of research on the relationship of overall instructor ratings and student achievement was performed. A correlation of .43 was found among student ratings as measures of teaching effectiveness. It was determined that a number of factors outside the instructor's control, for example student ability and motivation, affect the amount students learn. In his meta-analytic study, Cohen reported a moderately strong relationship of .47 between student ratings and overall course ratings. In this study of student ratings and student achievement, Cohen (1981) states that "based on the findings of the meta-analysis, we

(continued, page 4)

Using Student Ratings, continued

can safely say that student ratings of instruction are a valid index of instructional effectiveness" (p. 305).

So, what is good teaching? What is effective teaching? What's the connection between good teaching, student evaluations, and self evaluation? In an article entitled "Knowledge Structures: Methods of Exploring Course Content" (*Journal of Higher Education*, 1983a, 54[1], pp. 31-41), Janet Donald asks pertinent questions: Do the criteria of good teaching differ across the disciplines and different teaching situations? How attached is good teaching to student learning? How can teaching effectiveness be measured? Are we measuring teaching or are we measuring something else? And what can a university do to promote good teaching? Often one finds in the literature on teaching that student learning can be used as a measure of teaching effectiveness, but should not be used as the sole criteria of good teaching. Other issues that affect ratings which are now being studied are course characteristics and student characteristics. With regard to student characteristics, the literature asserts the following:

- (1) Students' entering knowledge of key concepts in a course (prior knowledge or experience, which is a key to student learning) predicted their achievement significantly in 36 percent of courses;
- (2) previous average grades in subject area predicted achievements equally well; and
- (3) generally the best predictor of student achievement is overall average grades the year previous to taking a course.

Good teaching, then, is not the only factor influencing student achievement.

In the February, 1986 edition of the "American Association of Higher Education Bulletin," Mary Ellen Gleason, head of the Instructional Development Program at the Pennsylvania State University states that "the dynamic interplay of variables that unfold and interact (often idiosyncratically) in any teaching/learning situation is not well understood or reliably predictable" (p. 7). Nevertheless, Gleason asks important questions in the article and reports the best research investigations that attempt to answer difficult questions. However, despite the uncertainty of other factors that affect student achievement, teaching excellence remains one major variable over which we, as teachers, have some control—and students' evaluations of our performance can be useful to us in achieving that excellence.

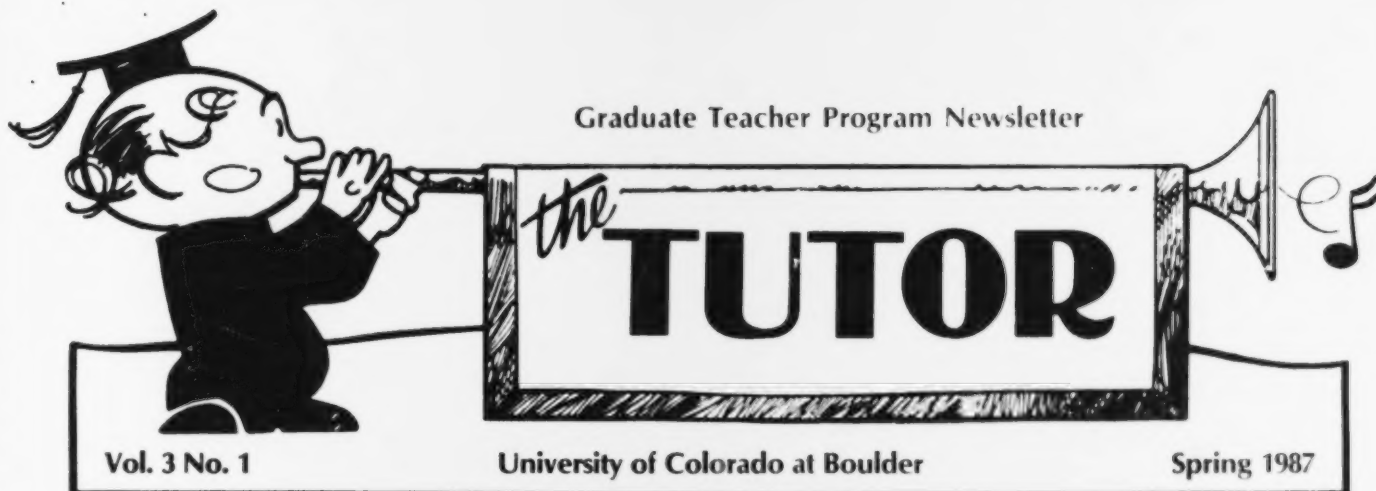
In conclusion, we can say that student ratings are a legitimate way to evaluate teaching but not the only mechanism for feedback. Student ratings should be accompanied by peer observation for collegial feedback as well as videotape consultation. Another conclusion to be drawn is that one should look at ratings over time. In addition, we have learned that experience is an important factor in the development of good teaching. Finally, as Professor Loretta Shephard from the School of Education, Research and Evaluation Methodology Program suggests, "Do not overinterpret" a single, poor rating.

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The TUTOR Graduate Teacher Program Newsletter

University Learning Center
University of Colorado
Boulder, Colorado 80309-0107

TO ALL:
Graduate Part-Time Instructors
Teaching Assistants
Research Assistants



The Anatomy of a Lecture

by Ken Battle

This article is based on a Graduate Teacher Program workshop conducted by Dennis Van Gerven, Department of Anthropology, and on a personal interview with Professor Van Gerven.

Professor Dennis Van Gerven believes the attitude of a professor as performer directly affects the quality of the educational process of undergraduate students. His thesis rests on 12 years of teaching anthropology at CU-Boulder. Van Gerven, who is animated and intense, speaks in a medium-pitched staccato voice. He begins discussing his philosophy of teaching with a metaphorical description of the "anatomy of a lecture."

"Like an organism, a lecture has parts. There is the giver (professor) of the material and the receiver (students) of the material." Given the role of the professor in this scenario, "the lecture is constructed as a performance."

The greater part of lecturing, small seminars excepted, he says, is "standing upon a stage in front of a group of people. The expectation is that they face us, that they be quiet, unless they are asked or allowed to participate. And we perform. To say that a lecture is not a performance is ludicrous."

Van Gerven's unit of analysis is the lecture hour. First, a professor must be "clear on the goals of the lecture," for example, increasing students' problem-solving abilities, translating knowledge from one context to another, improving their communication skills, and so on.

Second, a professor must ask, "What kind of (student) response do I hope to create?" Discussion, critical analysis, and compare-and-contrast are among the several possibilities.

Third, an effective "lecture can at best contain three major points." A lecture that contains more than three tends to overwhelm students. Consequently, Van Gerven advises professors to "avoid the zeal to pack every minute of lecture with new information."

Although professors may effectively manage the content of the lecture material, their efforts have been misspent if

the class has not taken adequate notes. Van Gerven attempts to enhance the quality of students' note-taking by emphasizing important points of the lecture.

He signals information that should be noted with "attention getters" such as "Get this!" or "What I am about to tell you will be question number three on your exam!" or "Stop what you are fantasizing and daydreaming about and write this down!" Van Gerven says his behavior "makes them (students) laugh; it startles them awake; they write it down; they remember it."

He also attempts to improve the quality of students' note-taking by doing "outrageous things." He recalls lecturing on "the anatomy of walking, which dealt with how muscles and bones work and how the shape of the bones of the human skeleton relate to how we move about. . . ."

During the lecture, Van Gerven wanted to demonstrate the anatomy of walking, but there was a problem. Because he is 5 feet 4 inches tall, students could not see him—except for his bald head—standing behind the podium in Hellems 252, a large lecture hall. As a solution, Van Gerven jumped up on a table and proceeded to show the class what was involved in the anatomy of walking.

In demonstrating this, he, unintentionally, almost walked off the end of the table. "The class found the incident very humorous." But, more important, "everyone got that material right on the exam."

If it is not apparent, according to Van Gerven, an enthusiastic attitude is essential to an effective teaching performance. "After two years of teaching, a professor's challenge is not so much the preparation of a lecture. He or she has the relevant facts at hand. Rather, the problem of preparation is motivation." The key to maintaining an enthusiastic attitude is generating new angles and ways of viewing the subject matter.

Van Gerven, for example, reviews comprehensive notes before each lecture and rewrites them so the words and ideas remain fresh.

(continued, page 2)

The TUTOR welcomes articles written by graduate students, by staff, and by faculty. Articles are limited to 1000 words and should discuss pertinent aspects of the role of the graduate teacher. Send manuscripts to **THE TUTOR**, University Learning Center, Willard Administrative Center 309, Boulder, Colorado, 80309-0107.

Lecture continued

As a result, when a professor is enthusiastic about the course material, this often transmits to the students. It does not matter what the course is—such enthusiasm can be communicated in any academic discipline, be it physics, literature, statistics, or history.

Van Gerven also discusses a professor's attitude toward his or her presence in the classroom. Professors sometimes assume attitudes that detract from their teaching performance. For example, a professor may ask, "What do they (the students) think of me?" "Do they think I'm really smart?" "Will the class find the material interesting?"

The problem with these preoccupations is that a professor may assume a defensive posture in the classroom.

This is exemplified when a professor introduces coursework with expressions such as: "I know you won't like this, but. . . ." "I know you're not going to find this interesting, but. . . ." According to Van Gerven, this attitude can only be described as "condescending."

In assessing one's performance as a professor, Van Gerven believes the most important question is whether or not one is teaching effectively. Effective teaching, however, occurs when a professor establishes a "bridge of communication" with the class. A professor can help create lines of communication with students by showing respect for and an interest in them.

But, equally important, a professor must make every effort to be honest with students if a bridge of communication is to be realized. Van Gerven believes his teaching experiences bear this out.

Early during one semester, he observed a boy and girl playing "touchy-feely"; another student was reading a newspaper in the back of the room. Because these problems grew progressively worse, Van Gerven, a sensitive man, suddenly stopped the lecture. He then offered the following analogy: "Imagine yourself making love to someone you love a great deal. This is a man or woman who matters as much to you as anyone in the world. But right in the middle of making love to this person, you notice that they are sneaking a glance at a newspaper."

He asked: "How would you feel?"

At this point, the class erupted with laughter; but Van Gerven persisted with the question. The students finally answered that they would feel "angry" and "humiliated."

Van Gerven then completed the analogy: "I love you guys (the students). I love teaching. I prepare, I come in here, and it matters to me. And then I look out there and have to look at some kid play 'touchy-feely' with his girlfriend or see someone reading the student newspaper while I am giving it my all."

After the lecture, students approached Van Gerven and said in various ways that "they never thought of teachers as human beings." For the remainder of that semester, he did not have problems with distractive students. Implicit, if not explicit, in this is Van Gerven's awareness that students are always reading the attitude of a professor.

Once a professor establishes a bridge of communication with the class, students tend to support his efforts.

For example, a professor may give a "flawed performance." Students, however, usually will not care if a

professor errs in preparing his notes. Nor will they be disturbed if a professor has to repeat a point because his first effort was "confused."

Rather, if "students believe that a professor is giving his or her all, that the professor is enthusiastic about the material, that the professor likes them well enough to share the material with them, things can still go wrong and yet be corrected more easily."

Conversely, given Van Gerven's experiences, if a professor enters a class "stiff as a board," with that "I-don't-want-to-be-here look," he or she is "obviously uncomfortable." In turn, students' attitudes may reflect: "Well, the hell with you too!"

When addressing the attitude of graduate part-time instructors and teaching assistants, Van Gerven states "one of the hardest things for graduate instructors to learn is that 'you can't always play on your top string.'" It is natural to feel nervous or a little insecure about what you may know. However, an instructor must not overcompensate by presenting the class or recitation with everything he or she knows about a subject. This is intimidating—especially for first-year students. "Playing on your top string" may have the negative effect of arresting the educational process for students.

But, an instructor who tailors the coursework to the level of the students' preparation tends to enhance their learning experience. And, according to Van Gerven, "that really does involve playing on a lower string." Van Gerven urges graduate instructors who intend to seek professorships to honestly confront their attitudes toward teaching early in their graduate studies.

He believes that the first attitude toward effective teaching is that one must enjoy it, and the first requirement for effective teaching is that one must enjoy it.

Parenthetically, he says workshops on teaching may improve certain skills, but they cannot substitute for the first attitude, namely, "the enjoyment of teaching."

Instruction is a major part of a research professor's responsibilities. But some graduate students, he observes, "are often well along in their programs before addressing this issue. . . . Some graduate students discover that they really do not like teaching."

Van Gerven advises these people to pursue alternative careers because, as professors, they can do "severe damage" to the quality of undergraduate students' education and to themselves as well.

□ Ken Battle is a graduate student in Journalism and is a graduate assistant to The Graduate Teacher Program.

The TUTOR is produced on behalf of the Graduate Part-time Instructors and Teaching Assistants of the University of Colorado, Boulder, and is published Spring, Summer, Fall, and Winter by the University Learning Center, Willard Administrative Center 309, University of Colorado, Boulder, Colorado 80309-0107. Editor: Laura Border.



Graduate Student Award Recipients

Each year the Graduate School awards ten awards for Excellence in Teaching to graduate part-time instructors on the UCB campus, as well as ten awards to graduate students for research and creative work. We would like to congratulate the graduate students who received awards from the Graduate School Spring Semester 1987.

Name: Roger Little
Department: Pharmacy
Education: B.A. in EPOB from CU, finishing my Ph.D. here

Plans after graduation:

I have a postdoctoral appointment at the Mayo Clinic in Rochester, Minnesota.

Teaching or research experience:

I taught for a lecture section on heavy metal toxicity and gave several of the lectures. I also put on two two-week workshops for pharmacy faculty and staff—one on statistics, the other on immunologic techniques.

Opinion of CU undergraduates:

I think they've changed since I was one. More emphasis is now put on grades—they seem only to be interested in grades and what's going to be on the test.

Most memorable experience as a teacher at CU:

As a teacher having faculty members in my workshops was interesting because they were hands-on workshops and the faculty were what you might call "all left hands!"

What do you think makes a good teacher?

For me, it's important to cover the topics thoroughly and to have an approach that integrates several disciplines into the presentation.

How do you see yourself as a teacher?

As a young, learning teacher, I'm striving for that "good teacher" status.

Describe your research.

I received an award for my dissertation research on an enzyme in mice as well as for using my position on the Graduate Committee to develop departmental workshops in new research techniques and methodology.

What relationship do you see between research and good teaching at the university level?

In one word, I'd say that it's symbiotic.

Name: Christine Dziadecki

Department: Fine Arts

Education: B.A. in Elementary Education, M.A. in Special Education, and an M.A. in Fine Arts in photography and drawing.

Teaching experience:

I've been teaching at CU for five years. I came back to be a premed student, took a photo class for rest and recreation, and changed my major. I had to make up my undergraduate photography classes before applying to do my master's.

At CU, I taught photography in the Sewall Hall program when I was still classified as an undergraduate. Then, I became a GPTI in the department and have taught beginning photography and advanced beginning photography.

Opinion of CU undergraduates:

I really enjoy them; I'm going to miss teaching them.

(continued, page 4)

TOOTER'S TEACHING TIPS



1. To avoid having the same students answer, keep names on a set of 3x5 cards; reshuffle the cards regularly to assure a random distribution.
2. When asking questions, never allow students to get off the hook, get them to shape an appropriate response.
3. Treat any student's questions as legitimate.

Phil Langer, Education

Awards continued

Most memorable experience as a teacher at CU:

One semester a lot of death and suicide themes kept coming up. I decided to take my class to the cemetery for a photo session from 10:00-11:00 p.m. Fifteen people showed up at that time of night! It was so dark it took 10 minutes to get an exposure. They were great. They shared flashes, tripods, flashlights, etc., so people could try to get something on their film. It was a scream!

What do you think makes a good teacher?

I'm going to speak to the fine arts aspect of this, because in art you can't come in, do a lecture and leave. It's important to be able to figure out what the students want, which entails knowing them. It's crucial to be able to separate your own work from what they are. You don't want to create clones of yourself. I have students do a self-portrait piece which they have to grade. They have to tell me why they deserve the grade. It really helps them figure out what they're after.

The craft of teaching is to get students to find their own way.

How do you see yourself as a teacher?

Invested. As an artist I get a great deal out of teaching. My interaction with the students has a great deal to do with what I put into my own work.

I treat them as people and give them a break here and there. I feel I've done a lot if at the end of the semester my students have matured emotionally and creatively. Artists have to deal with who they are emotionally before they can move forward in their art. But, even though I'm a teacher, I'm an artist first.

Describe your creative work.

My own work is self-portrait work.

What relationship do you see between research and good teaching at the university level?

In art, you have to be in contact with your own work to be a good teacher. If you aren't, you lose sight of what it is to create. I don't believe you can teach art unless you make art.

GRADUATE TEACHER FORUM



Comments on GTP Workshops:

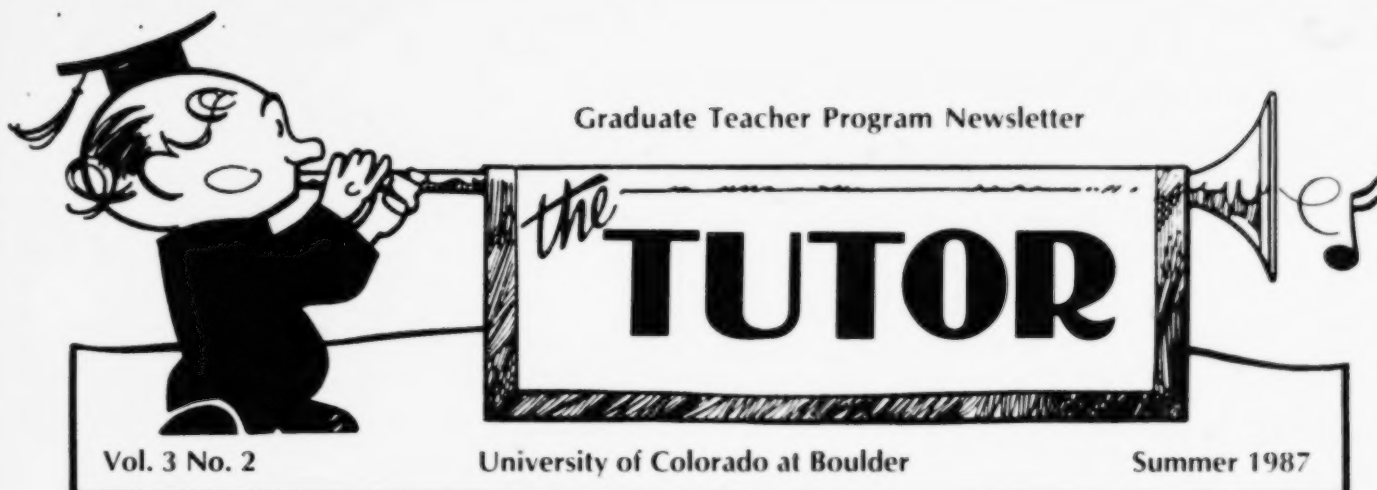
"I enjoyed the discussion of grading, how to be prepared, how to help students learn."

"The most helpful part of the workshops was the practical information on what to do and what not to do from a teaching/learning perspective."

The TUTOR Graduate Teacher Program Newsletter

University Learning Center
University of Colorado
Boulder, Colorado 80309-0107

TO ALL:
Graduate Part-Time Instructors
Teaching Assistants
Research Assistants
Faculty



Socratic Methods Possibilities for Undergraduates

by Ken Battle

This article is based on a Graduate Teacher Program workshop, conducted by Professor Edward J. Gac, College of Business and Administration, and on a personal interview with Professor Gac.

Professor Edward J. Gac chose college teaching as a second career after 15 years as a tax lawyer with both the private sector and the federal government. When faced with teaching courses in business law and income taxation, along with graduate courses in tax policy, wills, trusts, estate tax, and legal accounting, Gac naturally asked himself at the outset of his new career: "What are the qualities of good teaching?"

Gac—who ports his 6 feet 4 inches on a wide-body frame—based his philosophy of teaching on his experience practicing federal tax law and conducting seminars for other federal tax attorneys, and also on his law school training at the University of Illinois. Gac's first choice of teaching method was the case study method, also known as the Socratic method, used by law schools. However, as he discovered that many undergraduate students do not have the analytical, argumentative, and evaluative skills required to successfully respond to the pure case study format in class, Professor Gac decided to approach the problem in a unique way. By carefully combining elements of the typical undergraduate lecture method with elements of the case study method used in law school, Gac created a lecture-and-discussion (or lecture-and-case study) structure for teaching his undergraduate courses in business law and income taxation.

However, Gac believes that the method of instruction alone does not provide the complete text on good teaching—the instructor's attitude must be taken into consideration. Reflecting on his undergraduate and law school experiences, Professor Gac identified three characteristics common to the attitude of instructors who exemplify good teaching: challenge, fairness and constant change.

(continued, page 2)

Graduate Teacher Program Fall Intensive

For all native and international
Teaching Assistants and Graduate Part-time Instructors
Faculty and Staff welcome

Monday, August 24 UMC 157, 158 8:30 am–5:00 pm
Tuesday, August 25 UMC 157, 158 8:30 am–5:00 pm

The GTP Fall Intensive is a series of concurrent workshops designed to help new graduate teaching assistants (TAs) and graduate part-time instructors (GPTIs) be successful teachers at UCB and to assist them in their professional development as future college professors. Workshops cover a variety of areas including: the first day of class, teaching techniques, questioning skills, test construction, grading, communication skills, fairness in the classroom, and profiting from diversity in the classroom. An introduction to University academic and personal support services will also be featured.

The International TA Training Intensive

Saturday, August 29 UMC 157 9:00 am–12:30 pm

This session addresses classroom culture issues for international teaching assistants (ITAs). The workshops are designed to help ITAs adjust to American students, understand university policies, and feel comfortable in the American classroom.

Socratic Methods. . . (continued)

The Importance of Challenge

One characteristic of instructors who are respected for their high standards of teaching is that they, invariably, "stretch" students. According to Professor Gac, quality learning experiences require hard work, much of which is facilitated by the instructor. Assuming that not all learning is self-motivated, Gac finds that his students' self-motivation, like everyone else's, may sometimes wane in the sense that "it can be like water finding its own level." The instructor's challenge of hard work can be a motivating factor which contributes to the quality of educational experience for students by "raising that level." This does not mean that the instructor should assign work for its own sake, but rather the value of assignments must be related to the objectives of the course. Recalling his own college experience, Professor Gac comments that "cake-walk" courses were a disservice to him as a student. He may have remembered the final grade, but not much else really affected him.

The Need for Fairness

Another trait common to instructors recognized for their superior teaching ability is that they have cultivated a concept of fairness. Professor Gac remembers an instructor who lacked a sense of fairness toward students: for two weeks his professor rambled on about some tangential issue that was obviously very interesting to *him*. When, however, he recognized that the class was behind schedule and an exam was pending, the errant professor said: "The last 200 pages of the readings are on the exam I have already written. Good luck!" Citing this episode Professor Gac reiterates that it is patently unfair to test students on material not covered in lecture and it is equally unfair to replace substantive lecture material with reflections on irrelevant personal experiences.

In Gac's opinion, learning occurs when there is a "bridge of trust" established between the instructor and students. To be precise, instructors should not take students for granted or think of them as appendages to their professorship: students are co-workers in the educational process and as such are to be respected and treated fairly.

The Motivation for Constant Change

A third and equally important denominator of excellence in teaching is the instructor's attitude toward his or her own style of teaching. Speaking in an articulate, baritone-pitched voice Gac asserts: "Terminal boredom is the worst of all diseases. In four years of college, instructors come getting close to knocking off some students." Gac believes that getting stuck in a one-dimensional teaching style is an occupational hazard for instructors. Despite all the virtues of any given teaching method, adherence to the same method of teaching semester after semester, year after year is "terminal." Eventually the course material becomes boring to the instructor and this soon carries over to the students.

The Lecture-and-Case Study Method

Professor Gac explains his approach to the lecture-and-case study format: "One-third of the course is lecture and

the rest is case study, that is, discussion or recitation. In preparation for the recitation, I use the lecture to instruct students on what points to look for in each case.

Students are responsible for knowing the facts of the case, the laws applicable to it, and the resolution of the case as stated in the text. They must be prepared to discuss how they would have resolved or adjudicated the case if they were presiding over it. Consequently, each class member must appeal to his or her own sense of equity and justice in evaluating cases.

Furthermore, the class deals with the implications of each case. For example, what precedent will the case set regarding future decisions? Or has this case gone awry in setting a precedent?"

Gac describes the discussion aspect of the case study as the "drama of this method." He finds this description fitting because he never knows for sure where the dialogue with the student will lead. The instructor learns from students as much as students learn from each other. In Gac's opinion, "There are always new insights to glean from these cases, regardless of how many times I have taught them. This arises in large measure from the creative responses of students on the way they would adjudicate a case." Gac points out that one advantage of the Socratic method is that students' engagement in the case material goes beyond rote memorization.

Gac's evaluation of students' performance reflects his concept of fairness. First, in order to establish a bridge of trust with students, he does not grade the first chapter recitations. This allows students to get a feel for the structure of the discussion.

Second in preparing for recitation, Professor Gac realizes that the demands of other classes may complicate time management problems for students. Consequently he allots each student two "passes" during the semester for not being prepared for recitation. This provides flexibility to the process and lessens some of the intimidation. Interestingly enough, states Gac, "Most students do not use their passes once they have become comfortable with the method."

Gac's actual grading of recitations is based on the students' level of preparation and on their overall contribution to the class discussion. A student who demonstrates that he or she knows the facts of the case, the laws applicable to it, and the resolution of the case as it appears in the text will receive a grade of "C".

A "B", however, is warranted when a student can deal with the dimensions of the case other than what is offered in the text. For example, what are some of the legal implications of a given case?

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TOOTER'S TEACHING TIPS



I like to schedule my office hours on the day before my first recitation of the week. That way I can practice explaining concepts on the board in response to students' questions from the book and lectures. This not only helps me to identify areas the students are confused about, but also gives me the opportunity to try out explanations without the pressure of being in front of the whole class.

Dave Rodda, TA Coach, Economics, 1985-1986

An "A" is awarded when a student brings something to the class beyond what the instructor has offered. Professor Gac recalls, for example, a recent discussion of a case involving a person brought to court by U.S. Customs for attempting to enter the country with a herbal medicine in violation of federal health codes. During the court proceedings the defendant defended himself. One of the issues of the case centered on the question: "Should a defendant have to use a lawyer to represent himself in court? Or, can a defendant (adequately) argue his own case?" Technically, a defendant has the right to represent himself or herself in a court of law, but, according to Professor Gac, the question of whether or not it is advisable is a completely different matter. The student he called upon to discuss this issue supported a defendant's right to self-defense by citing an occasion when he had represented himself in court on an alleged speeding violation. In the ensuing dialogue with the student, Professor Gac thought the student's line of reasoning was superior and thus had affirmed that in some limited cases, self-defense can be justified; notwithstanding the obvious need for legal representation by this defendant.

When querying students, Gac emphasizes that instructors must ask articulate and well orchestrated questions. Ideally, questions posed by instructors will always show some relationship, some meaning to them, as if they were leading a witness. In other words, effective questions build cumulatively to the point. Yet the final learning comes from "within" the student, because the instructor only acts as a "catalyst" for the learning experience.

Gac attempts to remain consistent in his concern of fairness when evaluating students' overall performance. He states: "Students' grades are based on recitations and written

exams. The recitation accounts for 20 percent of the final grade. This instills enough incentive for them to constructively engage in discussion but not enough to cause undue anxiety about their final grade for the course. With a class size of approximately 50 students, each of them can expect three to five recitations during the term.

The other 80 percent of the grade is based on written exams. There are two mid-term exams (60 percent essay, 40 percent objective questions per exam) which constitute 50 percent of the grade for the course and the final exam makes up the other 30 percent. Written tests are patterned after the recitations so that the latter provide practice for the exams, maintaining maximum continuity between lecture-and-discussion and examination material.

Gac notes with some surprise that "There is a very high correlation between the students' grades on the oral recitations and their written examination grades. Approximately 85 percent are within two points of each other."

Gac not only attempts to evaluate students fairly, he also sees the "collateral benefits" of the lecture-and-discussion format. In recitation, students cannot "sit back and punt." Because they are called on at random, students must confront a certain pressure to "perform" before the instructor and their peers. Internally, the pressure has to do with each student's self-image. None of the students wants to appear incompetent before others, consequently, they all try hard to "look sharp."

Because students hear each other defend their cases during recitation, students have an "on-going barometer" of whether or not they recognize and understand the issues at hand. Consequently, they do not have to wait until *after* an exam to discover what adjustments may be required in their assessment or interpretation of the material. The cases can act as an "early warning system" of deficiencies which the student may need to work on.

In addition, essay writing and recitation promotes *self-confidence* in students' ability to articulate their own viewpoints. Students benefit by developing problem-solving skills, achieving or improving unity and coherence in oral and written communications, cultivating argumentative skills, and so on. This is essential, Gac reflects, because too often students are allowed or encouraged to remain "passive" in the educational process. Consequently, after four or five years of college, many recent graduates find it difficult to adjust to the demands of the "real" world. Gac stresses that "whether graduates pursue a career in business or otherwise, self-confidence and the ability to communicate their ideas are indispensable. They can't get through life with a #2 pencil! It seems reasonable for students to develop such attitudes and skills in school—rather than in the market-place later."

Despite the demands of the lecture-and-case study approach to teaching, Professor Gac states "my greatest returns as a professor are the "intangibles," namely, the quality of the relationship I share with students in the educational process."

□ Ken Battle is a graduate student in Journalism and is a graduate assistant to The Graduate Teacher Program.

National Conference on TA Training

The first national conference on *Institutional Responsibilities and Responses in the Employment and Education of Teaching Assistants* was held at The Ohio State University in Columbus, Ohio on November 16-18, 1986. The 359 participants gathered to address and discuss institutional efforts directed at TAs; to disseminate information on program models and research; and to share training materials and other resources. The participants represented 117 U.S. universities, located in 43 states and the District of Columbia, and two Canadian institutions. The United States institutions represented at the conference were distributed across nine regions of the country and included 101 public and 16 private universities. Participants from Ohio State University, the host institution for the conference, numbered 90 and 269 were drawn from other universities.

The potential impact of the conference can be estimated, in part, from the number of undergraduate and graduate students represented by institutional members participating in the conference. Of the 117 United States institutions represented at the TA national conference, 95 of them ranked in the top 150 institutions according to total undergraduate and graduate student enrollment. Approximately one-third of the undergraduate students enrolled in private and public 4-year colleges and universities in the United States (6.1 million total) and graduate students (1.34 million total) were represented by institutional members participating in the conference.

Among the conference participants were department faculty chairs, college and university administrators, personnel in faculty and instructional development offices, directors and staff of writing composition programs, TAs, TA coordinators, directors and staff in language labs and institutes, and national association and foundation representatives.

Speakers and sessions at the conference were designed around several themes. These included: the TA as a student, employee, and apprentice faculty member; organizing TA development programs on a college campus; preparing, supervising, and evaluating TAs as teachers; screening and preparing international TAs for classroom teaching; and research studies on TA employment and education. Approximately 130 speakers were involved in over 50 concurrent sessions employing paper presentations, panel discussions, small-group discussions, program descriptions, and task groups during the three-day conference.

Laura Border, the Coordinator of the Graduate Teacher Program at the University of Colorado at Boulder, presented a workshop on *Producing a TA Newsletter*. The conference proceedings can be ordered from:

Conference Tapes Readings
Center for Teaching Excellence
The Ohio State University
164 W. 17th Avenue
Room 63 Denney Hall
Columbus, OH 43210

 University of Colorado at Boulder

The TUTOR Graduate Teacher Program Newsletter

University Learning Center
University of Colorado
Boulder, Colorado 80309-0107

TO ALL:
Graduate Part-Time Instructors
Teaching Assistants
Research Assistants
Faculty





SEXISM IN THE CLASSROOM: From Grade School to Graduate School*

by Myra Sadker and David Sadker

From grade school to graduate school to the world of work, males and females are separated by a common language. This communications gender gap affects self-esteem, educational attainment, career choice, and income. But its hidden lessons generally go unnoticed.

For the past six years we have conducted research on classroom interactions in elementary and secondary schools and in institutions of higher education. In this article, we will discuss four conclusions of our research.

- Male students receive more attention from teachers and are given more time to talk in classrooms.
- Educators are generally unaware of the presence or the impact of this bias.
- Brief but focused training can reduce or eliminate sex bias from classroom interaction.
- Increasing equity in classroom interaction increases the effectiveness of the teacher as well. Equity and effectiveness are not competing concerns; they are complementary.

Our first study of classroom interaction was conducted from 1980 to 1984. With funding from the National Institute of Education (NIE), researchers trained in the INTERSECT Observation System collected data in more than 100 fourth-, sixth-, and eighth-grade classrooms in four states and the District of Columbia. The sample included urban, suburban, and rural classes; classes that were predominantly white, predominantly black, and predominantly integrated. The teachers observed in this study were both male and female; they represented both white and minority groups; they taught in the areas of language arts, social studies, and mathematics. While the sample reflected the diversity of American students and teachers, the observations revealed the pervasiveness of sex bias.

At all three grade levels and in all subjects, we found that male students were involved in more interaction than female students. It did not matter whether the teacher was black or white, male or female; the pattern remained the same. Male students received more attention from teachers.

But the matter was not as simple as boys winning and girls losing the battle for the attention of the teacher. Classrooms were characterized by a more general environment of inequity; there were the "haves" and the "have nots" of teacher attention. Students in the same classroom, with the same teacher, studying the same material, were experiencing very different educational environments.

About a quarter of the elementary and secondary students typically did not interact with the teacher at all during class. These were the silent ones, spectators of classroom interaction. A second group was involved in a nominal level of interaction—typically one interaction per class session. The majority of students fell within this group. The final category consisted of interaction-rich students who participated in more than three times their fair share of interactions with the teacher. Only a few students (typically less than 10%) fell into this category; these were the stars, the salient students.

The quality as well as the quantity of classroom interaction is also distributed inequitably. Teacher interactions involving precise feedback were more likely to be directed to male students. We identified three types of precise teacher reactions: praise (positive reactions to a student's comment or work), criticism (explicit statements that an answer is incorrect), and remediation (helping students to correct or improve their responses). A fourth, less-specific teacher reaction consisted of simple acceptance of student comments, including such teacher comments as "okay" or "uh-huh." More than half of the teachers' comments fell into this category. This high rate of acceptance responses created classroom environments best characterized as flat, bland, and unexciting.

When teachers' reactions were more precise, remediation comments designed to correct or improve students' answers were the most common. These accounted for

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The TUTOR welcomes articles written by graduate students, by staff, and by faculty. Articles are limited to 1000 words and should discuss pertinent aspects of the role of the graduate teacher. Send manuscripts to THE TUTOR, University Learning Center, Willard Administrative Center 309, Boulder, Colorado, 80309-0107.

SEXISM *continued*

about one-third of all teacher comments. Praise constituted approximately 10% and criticism 5% of teacher interactions. Male students received significantly more remediation, criticism, and praise than female students. There was more equity in the distribution of acceptance responses—the ones that pack the least educational wallop.

Although our research has made the inequities of classroom interaction more apparent, the reasons why males capture more and better teacher attention remain less clear. Sex segregation may be part of the problem. The majority of classrooms in our study were sex-segregated, and teachers tended to gravitate to the boys' sections, where they spent more of their time and attention.

Another explanation is that boys demand more attention. Our research shows that boys in elementary and secondary schools are eight times as likely as girls to call out and demand a teacher's attention. However, this is not the whole story; teachers behave differently depending on whether the student calling out is a boy or a girl. When boys call out, teachers tend to accept their answers. When girls call out, teachers remediate their behavior and advise them to raise their hands. Boys are being trained to be assertive; girls are being trained to be passive—spectators relegated to the sidelines of classroom discussion.

These findings cannot be dismissed as a mechanistic and irrelevant game of counting who talks more often. National measures of academic progress support the thesis that girls and boys are experiencing different educational environments. In the early grades, girls' scores on standardized tests are generally equal to or better than boys' scores. However, by the end of high school, boys are scoring higher on such measures as the National Assessment of Educational Progress and the Scholastic Aptitude Test.

Given our findings about classroom interaction, common sense suggests that this is what should happen. The most valuable resource in a classroom is the teacher's attention. If the teacher is giving more of that valuable resource to one group, it should come as no surprise that that group shows greater educational gains. The only real surprise is that it has taken us so long to see the problem.

Nor is bias in classroom interaction confined to schools in the U.S. Recently we returned from Great Britain, where we had been discussing sexism in classroom instruction. Unlike American educators, who are often taken aback by the subtle but significant bias in teacher/student interaction, British educators were not surprised by evidence of bias in the classroom. Indeed, over the past few years debate in Britain has focused on strengthening girls' schools as a way of avoiding this bias. Such a separate-but-equal approach would be far less palatable in the U.S., where the memory of struggles to end racial segregation is still fresh.

Following completion of our three-year NIE study of elementary and secondary schools, we received support from the Fund for the Improvement of Postsecondary Education (FIPSE) to train college faculty members in

equity and excellence in classroom instruction. Joan Long conducted a doctoral dissertation study of this two-year project.

Field researchers, who had been trained in a post-secondary version of the INTERSECT Observation System, collected data in 46 classes in a wide range of academic and professional disciplines at American University. The data indicate that the patterns established in elementary and secondary school continue in higher education. Male students receive significantly more attention, and sex bias persists.

The need for teacher training at the college level is evident. The data from the observations of college classrooms showed that the overall amount of interaction decreased and the number of silent students increased. In fourth, sixth-, and eighth-grade classes, 25% of the students did not interact with the teacher at all; in college classes this number rose to half. The "okay" classroom was prevalent at the university level. There was more acceptance than praise, criticism, and remediation combined. Research also shows that college women experience a decline in self-esteem as they progress through college. It is likely that a key factor in this decline is the inequitable communication women experience inside and outside the college classroom.

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Training that Works

For both our NIE and our FIPSE projects, we designed and evaluated intensive four-day programs of training for teachers. At the elementary and secondary levels, more than 40 teachers from several states have participated in the training.

Initially, many of these teachers were skeptical. Some said, "Girls get better grades on their report cards. What's the problem?" Others felt that boys did receive

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more attention but that this was true in some other teachers' classrooms, not in their own. One teacher who was an active member of the National Organization for Women (NOW) said, "I'm delighted that you're doing this project. Of course, I won't have to change anything I do in the classroom. This is an issue I've been concerned about for years." But, as these teachers became more involved in the training, their perceptions and attitudes toward classroom interaction underwent substantial change.

In the training session, the teachers viewed videotapes and films that demonstrated the research findings about bias in student/teacher interaction. In a modified microteaching setting, the teachers practiced equitable teaching skills, received feedback on their performance, and practiced again. They were surprised to look at videotapes showing, irrefutably, their own bias in classroom interaction. But all the teachers saw the need for change.

Changing instructional patterns in the college classroom was a more difficult challenge because inservice training in postsecondary institutions rarely addresses specific teaching skills (nor does preservice training, for that matter). When we proposed our microteaching design, many K-12 educators expressed serious reservations. "Professors will talk about teaching," they said, "but they'll never be willing to have their teaching observed, videotaped, and critiqued by their colleagues."

Nevertheless, we were able to recruit American University professors from a wide range of academic disciplines—from anthropology to computer science, from biology to economics, from chemistry to community studies. We did not find aversion to clinical training, but rather a thirst for it. For many experienced professors, this project was the first opportunity in their professional lives to systematically analyze and improve

their teaching skills. Some professors, who had lectured (and only lectured) all their lives, had to learn questioning skills. Others, who had received awards for their teaching skills, were surprised to see videotapes showing that half of their students didn't receive a fair share of teacher time. These professors, committed as they were to good teaching, also wanted to change.

In both of these studies, trained teachers and professors were matched with control groups, and the performance of the two groups was evaluated. The trained instructors at all levels achieved equity in verbal distribution; they included male and female students in numbers that reflected their distribution in the classroom. The differences between the trained groups and the control groups were statistically significant. Moreover, the trained instructors had higher rates of interaction, more precise reactions, more academic contacts, and a greater number of student-initiated comments. In short, the training resulted in more intentional and more direct teaching. Developing equity in teaching had promoted excellence as well.

The experience of female students in U.S. schools is unique. What other group starts out ahead—in reading, in writing, and even in math—and 12 years later finds itself behind? We have compensatory education for those who enter school at a disadvantage; it is time that we recognize the problems of those who lose ground as a result of their years of schooling.

Bias in classroom interaction inhibits student achievement. Bias in workplace interaction inhibits the nation's productivity and efficiency. The tools to solve these problems have been forged. It is up to educators to pick them up and put them to use.

**Excerpted from PHI DELTA KAPPAN, March 1986. Reprinted with permission of the authors.*



AWARDS

Each year the Graduate School awards ten awards for Excellence in Teaching to graduate part-time instructors on the UCB campus, as well as ten awards to graduate students for research and creative work. We would like to congratulate the graduate students who received awards from the Graduate School Spring Semester 1986.

Graduate Student Teaching Excellence Award Recipients



L. to R.: Christine Dziadecki, Fine Arts; Louise LaBruyere, College of Music; Franziska Herrmann, Germanic Lang.; Katrina Walker, Philosophy; Joan Levine, Fine Arts; Stephanie Fittschen, Germanic Lang.; Susan Touraine, French & Italian; Scott Gates, Linguistics; Linda Alcott, French & Italian; (not pictured: W. Andrew Marcus, Geography)

Graduate Student Research and Creative Work Award Recipients



L. to R.: Roger Little, School of Pharmacy; Frederick Perry, Theatre & Dance; Tom Kocher, EPO Biology; Susan Sexton, College of Music; William Saxton, MCD Biology; Robert Leben, Aerospace Engineering; George Moore, English; James Wyman, Fine Arts; James Gaines, Elec. & Computer Engineering; (not pictured: Todd McIntyre, Psychology)

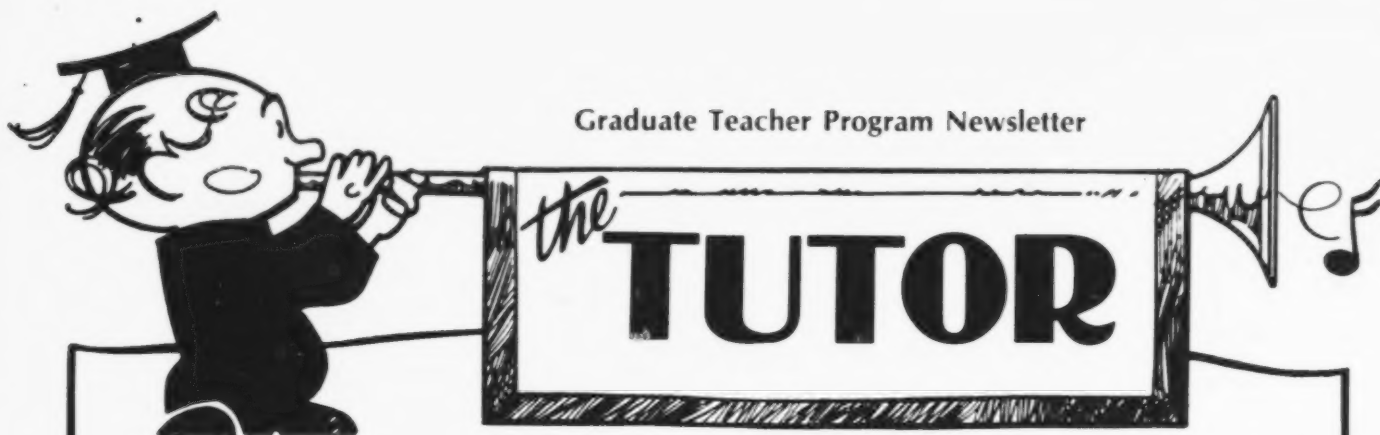
Calendar for Graduate Teachers

Thursday, August 28	GTP Fall Intensive Teacher Training for graduate part-time instructors and teaching assistants in all disciplines. UMC 157 A & B, UMC 158 8:00-5:00 Library System Workshop for graduate students 2:30-3:15 pm. Reference desk, Norlin Library Ice Cream Bash, UMC Fountain Area 7:00 p.m.-8:00 p.m.	Friday, September 12	Friday Forum: The Critical Link: Rapport with Students University Club, Garden Room 3:00 p.m.-5:00 p.m. Mark Dubin Professor, MCDB
Friday, August 29	GTP Fall Intensive (continued) UMC 157 A & B, UMC 158 8:00-3:30 Library System Workshop for graduate students. REPEAT. 10:00-10:45 a.m. Reference desk, Norlin Library	Thursday, September 18	Teaching Lab: Conflict Management for TAs UMC 157 A & B 3:00 p.m.-5:00 p.m. Susan Hobson-Panico Ombudsman
Monday, September 1	For New Students Over 25 1:00-2:00 p.m., UMC 422 Open House for Students 25 and Older 2:00-3:00 p.m. UMC Glenn Miller Lounge	Friday, September 26	Friday Forum: Changing Sexist Behaviors in the Classroom University Club, Garden Room 3:00 p.m.-5:00 p.m. Deborah Flick Professor, Women Studies
Tuesday, September 2	Library System Workshop for graduate students. REPEAT. 1:30-2:15 p.m. Norlin Library, east lobby CONVOCATION ASSEMBLY New graduate students meet at SE entrance of Events Center, 3:45 p.m. OPENING CONVOCATION Events Center, 4:00-5:00 p.m. New Student Welcome Picnic/New Graduate Students welcome 5:00-6:00 p.m., Business Field	Thursday, October 2	Teaching Lab: Time Management for TAs UMC 157 A & B 3:00 p.m.-5:00 p.m. Jon Tsuda Multicultural Center for Counseling and Community Development
Saturday, September 6	International Teaching Assistant Intensive. All foreign graduate students who are or plan to be teaching assistants or graduate instructors are welcome. UMC 157 A & B 9:00 a.m.-2:30 p.m.	Thursday, October 16	Teaching Lab: Dealing with Crises in the Classroom UMC 157 A & B 3:00 p.m.-5:00 p.m. Carmen Williams Multicultural Center for Counseling and Community Development
		Friday, October 24	Friday Forum: How I Became an Enthusiastic & Informative Lecturer University Club, Garden Room 3:00-5:00 p.m. James Hanken Professor, EPOB

The TUTOR Graduate Teacher Program Newsletter

University Learning Center
University of Colorado
Boulder, Colorado 80309-0107

TO ALL:
Graduate Part-Time Instructors
Teaching Assistants
Research Assistants
Faculty



ON A METHOD OF DISCUSSION

by Ken Battle

This article is based on a workshop conducted by Ronald Billingsley, Department of English, for the Graduate Teacher Program, and on a personal interview with Professor Billingsley.

In the strictest sense of the term, Professor Billingsley's approach to the art of teaching can best be described as that of a humanist who affirms a "system or mode of thought or action in which human and secular interests predominate."^{*} As a teacher Billingsley is also devoted to fostering the development of his students' understanding of scholarly inquiry. It is within this context of humanism and inquiry that Professor Billingsley's approach to pedagogy in general, and the discussion method in particular must be considered.

Given a certain philosophical outlook, it is said that all human thought and action has its origins—either directly or indirectly—in "the question," however near or remote it may be. The question, insofar as we know, is peculiar to human beings, who are unique among all living species in their ability to question their situation—whether it be political, social, economic, moral, or psychological. Professor Billingsley asserts: "The energy that drives the educational process is the 'question'," and expressing this in another way, he adds: "The heart of the educational process is the 'question'."

Professor Billingsley emphasizes not only the question as the point of departure for teaching by means of the discussion format, but also, and more important, he makes it clear from whose perspective the question must be considered if the method being used is to maximize the educational process for students. As obvious as it is, he reminds fellow instructors that teaching occurs with people, people who have questions about the material. Nevertheless, when attempting to use the discussion format, many instructors err by presenting students with a series of questions on the sub-

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ject matter that are their own questions—not the students' questions. Then, when the students express a lack of interest in the material, the instructors are puzzled. According to Billingsley, this waning of interest can be avoided by deliberately addressing the students' questions instead. In his experience, what motivates students in the educational process is their internalization of the questions under investigation. That is to say, students are motivated to learn when the questions they engage are *their* questions.

There are two ways the instructor can resolve the problem of motivating students to address questions. Instructors may indeed utilize their own questions, yet present them to students in such a way that they become the students' questions, or instructors may illicit questions from their students. What is of utmost importance is that students engage the subject matter in a manner that is meaningful to them. Involving students in the question at hand will

(continued, page 2)

The **TUTOR** welcomes articles written by graduate students, by staff, and by faculty. Articles are limited to 1000 words and should discuss pertinent aspects of the role of the graduate teacher. Send manuscripts to **THE TUTOR**, University Learning Center, Willard Administrative Center 309, Boulder, Colorado, 80309-0107.

* The New Webster International Dictionary.

DISCUSSION *continued*

enhance the educational process, regardless of the content of the course—be it literature, history, biology, or otherwise.

Beyond the significance and perspective of "the question," there are other important aspects of the discussion method the instructor must consider, according to Professor Billingsley. From the first day of class, the instructor must create an atmosphere in the classroom that is conducive to a discussion format. This is a critical point, as students learn best when they are comfortable. Physiologically speaking, research has shown that the higher-order brain processes of the cerebral cortex where learning occurs tend to shut down when students perceive themselves to be in a threatening or adversarial learning situation. If students are experiencing fear and trepidation, the lower-order brain processes of the subcortex will tend to dominate behavior, as they did with primitive human beings thousands of years ago.

With this research in mind, Professor Billingsley reasons that instructors should devise a number of techniques to make students comfortable in the classroom. For example, instructors should take care to learn the first and last names of all their students.

Another effective measure at the beginning of the semester is to have students introduce themselves to each other. Since it is not practical to expect students to remember everyone's name in the class, Professor Billingsley makes sure that all students learn the first and last names of four or five other students in their immediate areas. He then does a continuous follow-up on their interpersonal knowledge by testing their recall on personal information about their fellow students throughout the semester. For instance, at the beginning of class he may ask John where Mary is from and conversely he may ask Mary what John's major field of study is. This type of exercise, in Professor Billingsley's experience, fosters a sense of being in a safe, familiar, and comfortable environment. In fact, when speaking of a discussion format as Professor Billingsley sees it, students, by definition, learn to offer personal opinions and to exchange ideas. They become open and willing to risk expressing themselves and to engage others, because they feel comfortable with the situation.

Another important facet in conducting an effective discussion has to do with the instructor's attitude. According to Professor Billingsley, the issue here is "How do I as the instructor treat the student?" The instructor must deemphasize his or her role in the classroom discussion, thereby promoting student-student interaction. Parenthetically, research has shown that students learn more from guided peer discussion than from the strict lecture format.

The instructor may facilitate this interaction initially by arranging the students in a circle and by sitting down and joining the circle. In contrast, the traditional lecture format emphasizes the instructor as a focal point, or worse, as an authority figure standing opposite the students. The organizational dynamics of the lecture format imply that the "truth" or the "answer" lies with the instructor, thus establishing a hierarchy in the classroom setting that tends to be intimidating to students. When the instructor changes

the seating arrangement from a pyramid structure to a circular structure, the hierarchy is immediately dissolved. A circular arrangement communicates in both a literal and a psychological sense, that the instructor is saying "we are all equals."

In the view of Professor Billingsley, still another significant aspect of the instructor's attitude requires attention. Whenever a student errs in his or her discourse on a question, the instructor should never expressly tell a student "No, that's wrong" because the consequences of negative feedback are far-reaching. If the instructor contradicts a student in such a way, he or she is in fact reestablishing the hierarchy, with himself/herself as the authority figure in the classroom. Such a display toward one student discourages all the students in the classroom from thinking independently and from responding orally. These two negative factors have been attested to by research.

To create a positive ambience in this situation, the instructor should acknowledge whatever value the student's answer may have, ask the student to retrace the steps he or she used in coming to his or her conclusion, and then ask the student and the class to rethink the process. By assuming such a problem-solving attitude along with the students, the instructor ensures that the integrity and quality of the discussion format are preserved, while students find that it is possible to make a mistake without a loss of or threat to their self-esteem.

With regard to the art of teaching, given Professor Billingsley's perspective, the ultimate goal of the educational process in general, and of the discussion method in particular, is to encourage the personal and intellectual growth of the student through oral participation in the process. For example, Billingsley presents his personal philosophy of the crises we now face in the political, social, and economic realms by discussing such issues as the U.S.-Soviet arms race and various environmental problems. The courses he teaches in the humanities deal with complex, universal, and difficult moral problems on global issues. Given that there are no simple answers, he believes viable responses to these crises must be based on an interdisciplinary approach. Thus, it is paramount that the educational process encourage students to develop a strong sense of personal identity and the ability to engage in effective dialogue, as well as to acquire the skills for self analysis. This can be accomplished on the college and university level by providing students with the proper intellectual apparatus, namely, analytical and critical thinking skills.

However, Professor Billingsley's observation of the educational process leads him to say that too often aspiring instructors do not have these principles in mind. In his words, teaching is not a matter of putting out a "product," or some

(continued, page 4)

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Graduate Student Teaching Excellence Award Recipients

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Profiles



Joan Levine

Name: Joan Levine, graduate student in Fine Arts

Home: La Porte, Indiana

Plans after graduation: I hope to get a teaching job at a university. I also plan to keep up my painting.

Teaching experience: When I was an undergraduate, I taught at a women's prison as part of a psychology class. Since GPTIs in our department teach their own classes, I've taught basic drawing and basic painting. This year I also had the privilege of teaching a 200-level painting class.

Opinion of CU undergraduates: On the whole I feel pretty positive about them, but I most enjoyed the students in the more advanced classes who were really involved, enthusiastic, and who had more of a background in art.

Most memorable experience as a teacher at CU: One student I had in basic drawing insisted on doing little tiny paintings about four to six inches in diameter with a one-hair brush. I kept encouraging her to loosen up. One morning I came in and she had done a six-foot mural on the wall! And it was good too! She was delighted and so was I.

What do you think makes a good teacher? Having a positive outlook and enthusiasm. Also in art it's so important to deal with each student individually—you really have to put yourself in their shoes and see what they are trying to do instead of forcing your own views on them.



Katrina Walker

Name: Katrina Walker, graduate student in Philosophy

Home: Mostly Chicago

Plans after graduation: I plan to teach at a university and publish my work on personal identity, the nature of persons, and ethics.

Teaching experience: I never taught in a classroom before coming to CU. I worked in the mental health field and used to do parent- and teacher-effectiveness training. Since I have been here, I've taught Introduction to Philosophy, Ethics, and a special topics course in personal identity, which I conceptualized and introduced into the department.

Opinion of CU undergraduates: They're really neat. When you compare our students to those students who come in from different areas, ours are some of the finest in the country. The students who show up in class are really creative.

Most memorable experience as a teacher at CU: The first month of each semester I tend to forget what beginners are like and to ask myself "Where did they get this busload?" Then it starts to crystallize, my students actually catch on and realize they can argue with me. They figure out that there isn't ONE ANSWER, that what they have to do is to take and defend a position. That's the week that I always think, "Wow, this is the best group I ever had!"

What do you think makes a good teacher? A good teacher needs to be someone who cares about young people. You have to love, or at least like them. A really good teacher sets it up so the students really do the work.

DISCUSSION *continued*

notion of what the "truth" is by virtue of what an instructor says. Rather, the educational process should cultivate the personal and intellectual growth of students by encouraging them to participate, analyze, and engage in problem solving while considering a broad prospective.

Professor Billingsley believes that his variation on the discussion method best meets the challenge of such an educational process for students. Procedurally, he reasons that students achieve greater objectivity and consider a wider variety of possible solutions by looking at issues from an interdisciplinary perspective. Such an approach will enable students to appreciate the complexity of the problem. For example, the issue of air pollution embraces biological problems, political problems, economic problems, chemical problems, and moral problems. At the outset of a discussion on air pollution, Professor Billingsley asks each student for a solution to the problem, however provisional it may be. The class then considers the issue from the several perspectives concerned. As the class progresses and the various perspectives are discussed, Professor Billingsley asks each student to reevaluate and refine his or her provisional resolution. In addition to this, students must give reports and critique each perspective engaged. The course culminates in a research project that requires students to lay out in detail their approach to and their resolution of the matter at issue.

In such a classroom discussion format, the instructor's role is that of facilitator. The instructor is responsible for providing a healthy framework for discussion and keeping it within certain bounds. Professor Billingsley's experience shows that when the instructor creates the proper environment, students will then carry the discussion.

Professor Billingsley, however, recognizes a paradox in the art of teaching. On the one hand, in the process of confronting the subject matter, the instructor attempts to make students secure in their personal growth and intellectual development. On the other hand, students must respond

to the expectations set up by the instructor. The instructor's judgment concerning whether or not, or to what degree, these expectations have been met may constrict students' performance. We have only to reflect on our own experience as students to affirm this. Hence the paradox. The instructor must strive to maintain the proper tension between these elements of the educational process—the student's development and the instructor's judgment—in order to maximize student learning.

Such is Professor Billingsley's marriage of "the question" with his discussion method, concern for students' personal and intellectual development, and his commitment to the resolution of global issues. The full impact of his humanistic pedagogy stands out in relief as we recognize the need for a generation of thinkers and problem solvers who can produce creative solutions to the many crises we face in the political, social, and economic spheres.

☐ Ken Battle is a graduate student in journalism and is a graduate assistant to the Graduate Teacher Program.

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TO ALL:

Graduate Part-Time Instructors
Teaching Assistants
Research Assistants
Faculty